DOCUMENT RESUME

ED 421 957 HE 031 495

AUTHOR	Hixson, Adalyn, Ed.
TITLE	The Hispanic Outlook in Higher Education, 1997-98.
ISSN	ISSN-1054-2337
PUB DATE	1998-00-00
NOTE	553p.
AVAILABLE FROM	Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652; phone: 201-587-8800; fax: 201-587-9105; e-mail: pub@HispanicOutlook.com; http://www.HispanicOutlook.com (1 year $60, single copy $3.75).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Hispanic Outlook in Higher Education; v8 n1-26 1997-1998
EDRS PRICE	MF02/PC23 Plus Postage.
DESCRIPTORS	Academic Aspiration; Academic Persistence; Access to Education; Career Choice; *Diversity (Student); Educational Needs; Educational Policy; Graduate Study; *Higher Education; *Hispanic Americans; Program Descriptions; Public Policy; *Spanish Speaking; Two Year Colleges; Undergraduate Study; Women Faculty
IDENTIFIERS	*Hispanic American Students; Latinos

ABSTRACT

This document consists of all of Volume 8 (26 issues) of the journal, "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue presents several feature articles, a policy update column called "Outlook on Washington", a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles are the following: minority admissions, the Hispanic Dropout Project, the Hispanic division of the Library of Congress, the Association of Community College Trustees, a new center focused on Spain at New York University, an organization fostering entrepreneurship skills, the distance doctorate, Latinos in baseball, affirmative action at the University of Texas (Austin), open admissions on trial at City University of New York, the National Association of Independent Colleges and Universities, student retention, women in higher education, financing a college education, Hispanics and corporations, statistics on Hispanics in community colleges, the 100 best colleges for Hispanics, the Society of Hispanic Professional Engineers, health careers for Hispanics, careers in law, Hispanics and technology, Spanish American culture, the new Smithsonian Center for Latino Initiatives, Hispanics studying abroad, a new center to foster scholarly work by and about Latinos, and Hispanics in Indiana. (DB)

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THE HISPANIC Outlook IN HIGHER EDUCATION

1997-98

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The Hispanic Outlook in Higher Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Minority Admissions · Even Start Program · Honor Roll · Perspectives on Teaching

SEPTEMBER 5, 1997 • $3.75 · VOLUME 8 • NUMBER 1

THE HISPANIC Outlook IN HIGHER EDUCATION

MINORITY ADMISSIONS UPDATE

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1997 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico: 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652.

Internet: http://www.HispanicOutlook.com
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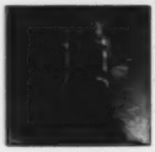

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Cover Photograph: Bryn Mawr College

A CAPITOL VIEW

A Sea Change in Admission

Affirmative Action and Hispanic Students

BY GUSTAVO A. MELLANDER

WASHINGTON REFLECTS THE NATION. Local passions and interests are magnified in the nation's capital. Nowhere is that clearer than when it comes to that most charged of all issues–affirmative action.

But there can still be different foci of leadership. While the nation, led by Texas and California, has begun to dismantle affirmative action in higher education and other segments of society, Washington remains home to a president whose official stance on this issue coheres around the slogan: "Mend it. Don't end it." Champions of affirmative action have found in Clinton a sympathetic, if at times wavering, voice.

However, the issue has moved beyond Washington. Out there, there is a sea change in the way that public universities have begun to admit students. Some would say in the way they have begun **not** to admit students.

Societal ripples have become a veritable social policy tidal wave in both Texas and California. Last year in Texas, the 5th U.S. Court of Appeals barred public colleges from considering race and gender in admissions. In 1995, the University of California's Board of Regents voted to drop race as a criterion for admissions. Last year, Californians voted by a wide margin to approve the anti-affirmative action proposal, Proposition 209.

Of these actions, the first is an example of judicial involvement; the second, the work of an activist governor and a university's governing board; and the third, an approval by the people. All of these interwoven decisions, regardless of origin, symbolize an assault against affirmative action that has profoundly negative implications for Hispanic students in higher education.

In Texas, there is already a steep, dramatic drop in Hispanic enrollment. For the fall of 1997, the University of Texas (UT) reported a 23 percent decline in Hispanic applications. At Texas A&M, the nation's third largest university, first-year-student applications by Hispanics fell by 9 percent. Similar declines have been reported in the prestigious and selective UT Law School.

Michael Sharlot, dean of the law school, warns that the end of affirmative action "is going to be devastating. It is tragic because as one of the leading law schools in the nation, we have been enormously successful in terms of the numbers of African-American and Mexican lawyers we produced. This school has 650 African-American alumni and 1350 Mexican American alumni, and there is no law school in the country that has produced anywhere near as many Mexican American lawyers."

Patrick Woolley, one of two Black law professors at UT, worries about the lack of diversity in his classes. "I'm concerned we're moving toward the resegregation of the law school. Certainly even with affirmative action, no law school class has ever been brimming over with African Americans or Hispanics."

Hispanic students are concerned about public perceptions toward UT since minorities might now consider the university to be hostile to them. Some feel that many Hispanic students are afraid to apply because they perceive the school to be racially hostile. Further, they harbor fear that they will therefore not be able to compete successfully.

The prestigious University of California at Berkeley's Boalt Hall law school reports similar declines in minority enrollment. For the fall of 1997, the number of Hispanic admissions declined by 50 percent. In 1996, 78 Hispanics were admitted; for 1997, 39 gained admission. Declines in African-American enrollment were also reported while the numbers of white and Asian admissions increased (15 percent for whites, 18 percent for Asians).

Some believe that a lack of diversity will be an incredible loss and that the paucity of Hispanics reflects the impact of the new policy. They fear that it could lead to the resegregation of higher education. The lack of minorities in law classes will limit useful perspectives and insightful discussions, particularly when a case that has obvious racial implications is discussed. If the issue is not fully addressed, by an Hispanic for instance, it is feared that its many ramifications will not be part of the class discussion.

Others look at the enrollment

figures for Berkeley's law school with less concern. They feel that the drop in minority applications proves that the previous system was patently unfair, and that less qualified students had been preferred over more highly competent ones. The American Civil Rights Institute believes that the statistics will "show the horrendous magnitude of the preferences...in the UC system." They believe that the admission figures will alert all that some Californians are not as competitive as all would like them to be. They suggest dollars and efforts properly invested in K-12 systems that serve Hispanics is the way to go.

* * *

The issue is daunting and, to some observers, overwhelming. In Texas and California, fewer Hispanics graduate from high school than do other ethnic groups. Further, less than 5 percent of all Hispanic high school graduates qualify for admission at the best, most selective universities. No thinking person believes that Hispanics are genetically inferior. So the question is one of opportunity. How can society help Hispanics and others achieve their highest potential? By improving K-12 education? Assisting qualified people to attend college? Why not both?

Some fear these questions are not being raised because there is no desire to find solutions. Christopher Edley, a Harvard law professor who served as President Clinton's advisor on affirmative action, believes instead that these policy changes are part of a broader context. Attacks on affirmative action, Edley believes, are but the first battle of a civil rights rollback.

Inside Washington, D.C., the president has been under attack from legislators and conservative interest groups. Republican Charles Canady, chairman of the House Judiciary subcommittee on the Constitution, is especially disgruntled with the Justice Department's unwillingness to support anti-affirmative legislation. "It's unfortunate that our own nation's Civil Rights Division has opted to defend the indefensible, a system that denies our people the equal protection of the law." Canady has sponsored and will sponsor again a new bill that bars the use of racial/gender preferences in federal contracting, subcontracting, and employment.

* * *

Many educators across the nation have begun to focus on the precipitous drop in minority college applications. Dr. David Steward, president of the College Board, recently stated, "The dramatic decline in the number of minority applications for some of the nation's flagship institutions... represents the troublesome consequences of attacks on affirmative action."

His organization has sponsored a series of symposia to discuss the issues involved. Recently five Western universities met to explore "Excellence and Diversity in Education: America's Future." They concluded that affirmative action is essential to assure opportunities for all Americans.

Some commentators, such as Charles Krauthammer of the *Washington Post*, have suggested a different way of fighting the battle for equal educational opportunity. He suggested we should look at the UT/UC admissions figures and wonder why so many minorities are underprepared and underequipped to meet tough university standards. Given the absolutely shameful schools that many poor Hispanics attend, our nation, he continues, ought to spend more time and money on K-12 education.

Instead of spending $35 billion on tax credits/deductions for college, most of which will go to non-Hispanic families, President Clinton might want to spend more of it on elementary-secondary education, especially for Hispanic children in high poverty schools. That form of "affirmative action" would be more proactive and pragmatic in fighting Hispanic underrepresentation in higher education.

The president, Krauthammer further suggests, ought to mend his budget plan by ending middle-class entitlement programs for whites and Asians who don't need extra help. Bending federal largess toward poor schools throughout America might go farther in constructing a diverse and equitable society than mending affirmative action programs that are vanishing just about everywhere.

Krauthammer's ideas are not entirely without merit. If precious dollars were re-invested in K-12 education, if societal injustices would be firmly addressed, changes would evolve. The future would be fairer.

But what of the present K-12 and college-bound generations? Are they to be forgotten? "Mend; don't end" makes more sense to many thoughtful observers. The issue is upon us, and hundreds of thousands of Hispanics await opportunities long denied past generations.

> ***The issue is upon us, and hundreds of thousands of Hispanics await opportunities long denied past generations.***

Slouching toward *Hopwood*

Minority Enrollment Fall '97

BY
TED OVIATT

AFFIRMATIVE ACTION IN THE NATION'S COLLEGES AND UNIVERSITIES IS UNDER ASSAULT, BUT THE NUMBER OF MINORITY APPLICATIONS ACROSS THE COUNTRY FOR ENROLLMENT THIS FALL, THOUGH DOWN, DOES NOT SUGGEST THE DRAMATIC DROP FEARED BY MANY FOLLOWING THE *HOPWOOD* DECISION IN TEXAS AND THE PASSAGE OF PROP 209 IN CALIFORNIA.

In California and Texas... there is no question that numbers are down because the boom has been lowered. It took no time at all....

Conversations with educators across the country show a serious concern that minority applicants might have turned themselves away because they perceive the university to be increasingly hostile to them. On the other hand, in discussing the smaller number of applications, these same representatives point out that 1997 non-minority applicants are lower in number as well, that rising costs have plagued middle-class white students and underrepresented minorities alike, and that–especially at the graduate level–publicity about the difficulty of finding jobs for young Ph.D.s, and even lawyers, has given pause to many prospective students without any consideration of their race or ethnicity.

In California and Texas, however, there is no question that numbers are down because the boom has been lowered. It took no time at all for the earliest ramifications of the negative decisions in these two landmark states to appear. S. C. Gwynne reported in an article for *Time*, "Undoing Diversity," (April 1, 1996) that University of Texas President Robert M. Berdahl "has warned that the decision could lead to 'the virtual segregation of higher education.'" Sadly, the numbers do point in that direction. African-American participation in the University of Texas law school leaped from 32 in 1994 to 107 in 1995. This fall three Black applicants were accepted, and none of the three will attend. Latino applications are also significantly reduced.

Dr. Luis Palencia, assistant director of the Tomás Rivera Center in Austin, reports that minority applications are down also at Texas A&M (the state's second largest university), at two-year community colleges, and at trade and technical schools. Palencia adds a caution reiterated by other university representatives with whom we spoke. "The immediate effect appears to be a subtle drop, but the disastrous truth is reflected in the more dramatic fall-off since the mid-1970s," when Texas saw its peak number of Latino and African-American enrollments. It is important to note that the opportunities for these two underrepresented minorities began to ebb years before *Hopwood*, but long after a man named Heman Sweatt, represented by a young lawyer named Thurgood Marshall, took the university to court, generating a 47-year attempt to achieve a better balance by giving preference to race.

The situation in California is only slightly better, partly because the UC Regents' ban on affirmative action will not go into effect for undergraduates until fall of 1998, **next** year's first-year students. Reaction to the Regents' decision, however, has already led to a substantial drop in minority applications around the state, with minorities sensing that UC campuses might be less friendly than in the past.

An excellent front-page story in the *Los Angeles Times* (June 28, 1997) by Amy Wallace summarizes the situation and highlights the complications for admissions officers in California. It points out that when there are negative perceptions, even the students who are admitted might not come. Wallace cites the numbers for the prestigious UC Berkeley Boalt Hall School of Law–48 Latinos admitted, 18 attending; 14 Blacks accepted, none choosing to attend.

She tells the story of Eddie Lara, first in his family to attend college, an honors student with a double major in political science and sociology at Berkeley, who attended Admitted Students Day, saw what he called "a big room full of white people," and opted to attend Columbia instead. Wallace goes on to quote Rae Lee Siporin, UCLA's undergraduate admissions director, who reported that "applications from Black and Latino students to UCLA have dropped off significantly." Finally, Wallace cites UC President Richard C. Atkinson, who–like Texas President Berdahl–is "saddened and disturbed" by the turn of events, promising to "take steps to convince underrepresented minorities that they are welcome in the UC

University of California, San Diego.

system." That might be a tall order given the anticipated effect of the ban on affirmative action at the undergraduate level next year.

This issue of making minorities feel comfortable and welcome is major. The very basis of affirmative action sends out a message that schools are seeking the positive contributions that are found in a diverse student population. The termination of such a program, no matter how well intentioned, sends out an equally forceful message that diversity (i.e., Blacks and Hispanics) is not valued on that campus.

Two UC campuses seem to be increasing their enrollment in spite of the difficulties around the state. When I asked why their minority numbers might be holding steady, campus spokespersons replied "a friendly environment" in one case and "a vigorous outreach program" in the other.

Laurie Nelson, director of admissions at UC-Riverside, believes that the perception by minorities of the Riverside environment as friendly is the principal reason that the enrollment numbers are up despite applications being slightly down. She is encouraged by the quality of the applicant pool and by the number of students accepting the offer of admission–up 10 percent for Chicanos, up 15 percent for Latinos, and up a whopping 25 percent for African Americans. With the overall number of first-year students up 42 percent from 1996, Riverside faces the welcome problem–but it **is** a problem–of where to put the additional 700 newcomers. Nelson calls Riverside's offerings "the best kept secret in the UC system." She points not only to the quality of the faculty, which is very good, but also to the fact that the faculty is more accessible at Riverside, which has fewer than 10,000 students, than at some of the larger schools.

At 30 highly selective institutions, e.g., Stanford, Rice, and Williams, minority applications were down at 11, steady at 4, and up at 15.

The other campus where graduate enrollment for the fall has held firm is UC-San Diego, where Acting Dean of Graduate Admissions David Sworder credits their success to an aggressive outreach program that, while not targeting minorities as such, "makes sure that efforts are inclusive and sensitive to the various groups we work with." He points with pride to the engineering program, which was ranked by the National Research Council as one of the top ten nationally in 1995 and which is currently seeking to make the top five. "Quality emphasis draws quality students, including minority students," Sworder says.

The concept of outreach will certainly be a valuable tool in allaying the doubts of minority students in California over the next few years. When the college comes to students because of their abilities, they feel not only welcome but respected and special. This can go a long way toward countering the fears and the uncertainty of many minority students.

Hopscotching the country for trends and reactions beyond the hot political climates of Texas and California, there are lots of the latter and none of the former. Andrew Phillips, director of admissions at the University of Chicago, has witnessed a decline in enrollment over the past three or four years. After "aggressive recruitment," which I would equate favorably with San Diego's "vigorous outreach," Latino enrollment increased gradually from 3 percent to 7 percent. This number slid back to 5 percent this year, but Phillips attributes the slide to a concern for rising costs. African-American enrollment has held steady at about 4 percent. Happy about doubling its Latino numbers over the past four years, in spite of the 1 percent setback this year, Chicago intends to expand its recruitment efforts, begun a few years ago, in Texas, Colorado, New Mexico, and Southern California.

Dean Albert R. Turnbull, associate dean of the Law School at the University of Virginia, regrets the drop in enrollment generally, which has hurt minorities, white candidates, and the university. In 1991 Virginia's law school was able to select 44,000 candidates from 94,000 applications. By 1996 the number of seats was the same, but the applicant pool had shrunk to 70,000. Turnbull explains that the 1980s were a period of expansion in law firms, but that any 1993 jobs for young lawyers were considerably more difficult to come by.

February figures from the Consortium on Financing Higher Education in Washington, D.C., are an example of the checkered pattern from which it is difficult to try and draw too many conclusions. At these 30 highly selective institutions—e.g., Stanford, Rice, and Williams—minority applications were down at 11, steady at 4, and up at 15.

While the focus has been the underrepresented minorities for whom affirmative action was intended, in order to extend America's opportunities to all constituencies, the Asian minority, which has not been underrepresented in the academic world, is affected by changes in university policy as well. Gilbert Ayuyao, a representative of Los Angeles' Search to Involve Filipino Americans (SIPA), reported that admission to state colleges became much more difficult for Filipinos in the late 1980s with the advent of affirmative action. While clearly not celebrating California's upcoming ban on that policy in the coming year, he nevertheless admitted that acceptance will probably become easier for the often high-achieving Filipino applicants.

Even though the only positive numbers to emanate from the Berkeley Boalt Hall were the 15 percent rise for whites and an 18 percent boost for Asians, Tina Lau is not happy with the outlook for California. She works for Youth United for Community Action, a community advisory group in Chinatown, and holds extremely idealistic, and altruistic, goals for her community. She is fearful of any policy that cuts down the chances of youth at risk. Her attitude is similar to President Clinton's "Let's not throw it out; let's fix it" stance.

Linda Choe, a Korean American and a graduate of Cal State-Northridge, and her sister Nancy, still a student at CSUN, had not discussed affirmative action with their friends, many of whom attend UCLA. Did they look forward to the increased opportunity for Asians with the new policy? Clearly, they didn't, but at the same time, their pure-in-heart reaction was "Why would you set up a system of preferences when universities have ways to separate students via their tenacity and their achievement?" This same argument was made recently in television appearances by Ward Connerly, UC Regent and principal proponent of the anti-affirmative action movement in California. Basically he says that as long as everyone has an equal opportunity, we should "let the chips fall where they may" in school admission. In addition, diversity "in and of itself" is not necessarily desirable.

Andre Phillips, Chicago's director of admissions cited earlier, had a different view of the role that diversity should play on a college campus. "It can be the energy of a community, in the classroom, in the dining hall. It makes a college better. It troubles me as an educator that any people, because of their ethnicity, are born excluded from a grander educational experience." Continuing, he said, "It helps the country. There is no reason why we shouldn't continue to pursue this ideal of America as a place that prides itself on its diversity and the advantages this affords."

Another strong reaction against attacks on affirmative action and in favor of diversity came from Carmen Joge of the National Council of La Raza in Washington. She expressed real concern that late June figures from California showed a 13 percent drop in Hispanic undergraduate enrollment for the fall. Upset by the implications of Prop 209, she says, "This is definitely an inappropriate way to rectify a problem that might not even exist." Agreeing that the use of race as a factor is "flawed," she points to some other areas that could use attention as well—the children of alumni, athletes, and friends of friends.

continues on page 14

APPROACHING THE BENCH FROM ALL DIRECTIONS

Diversity in Law School Admissions

"Law school is interactive," Says Robert Saltzman, an associate dean at the University of Southern California's Law School. "Students don't learn only from talented faculty, but they encounter and learn from others who have backgrounds and characteristics very different from their own. The best law school education engages a cross-section of students from a variety of different perspectives in discussions of complex legal issues."

While California's ban on affirmative action sends ripples through public law schools, Saltzman defends diversity in admissions on educational grounds.

"A law student who has served in the military, who grew up in a foreign country, or who has served as a police officer in a large urban area may have a different perspective on issues of individual freedoms and criminal procedure than a law student who is a member of a small religious sect, has struggled against racial prejudice, or was arrested in a civil rights demonstration," Saltzman explains. "Classroom discussion improves as diversity of all kinds—not merely racial diversity—increases."

Saltzman is an expert on affirmative action and Proposition 209 in law school admissions, trends in law school admissions, and diversity in legal education and its role in the classroom. At the USC Law School, he oversees student services, including admissions and financial aid as well as career services and student activities. He also teaches a course in legislation.

He previously chaired the American Association of Law School's Section on Pre-Legal Education and Admission to Law School. He is a former trustee of the Law School Admission Council, a nonprofit organization of the nationally accredited law schools in the United States and Canada. The council is best known for administering the LSAT, but it also sets standards for admissions practices among law schools.

Saltzman says he does not expect minority enrollment levels at the USC Law School to be much affected by California's ban on affirmative action—despite the mistaken belief, on the part of some potential students, that Prop 209 also applies to the state's private schools.

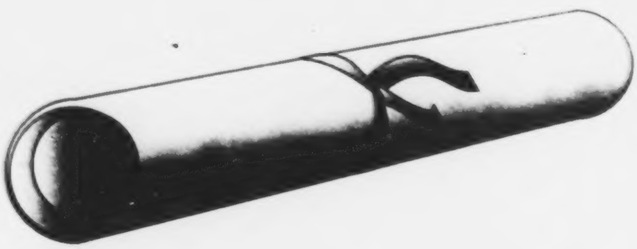
"In the past," Saltzman says, "about 40 percent of the USC Law School's student body has been minority. Our preliminary numbers for this year's class indicate that we are not likely to see significant changes in enrollment patterns."

Saltzman attributes the school's steady minority-enrollment patterns to its "full file" approach to admissions, which he says is devoted to protecting the quality of legal education for all students by maintaining a diverse student body.

"If an applicant has struggled against prejudice, economic disadvantage, family or personal adversity, or other social hardships, that is a positive factor in our assessment of that applicant," Saltzman explains.

"Most applicants to law school—minority and non-minority alike—want to attend a school that will prepare them for a variety of leadership roles," he continues. "One fundamental concept to be learned is how the law affects different people in different ways. One ability that good law students learn is how to work together, how to exercise leadership to build consensus among people with different perspectives and backgrounds."

The Honor Roll



The University of Florida

144 and Still Growing

BY ROGER DEITZ

Ed Note: With this issue, HO begins a new regular feature–The Honor Roll–acknowledging institutions that are making an outstanding contribution to excellence in higher education.

OFFERING MORE PROGRAMS ON ONE CAMPUS THAN ALL BUT A FEW U.S. UNIVERSITIES, THE UNIVERSITY OF FLORIDA AT GAINESVILLE IS THE SUNSHINE STATE'S MOST COMPREHENSIVE ACADEMIC INSTITUTION. It is also Florida's oldest. The 2,000-acre Gainesville campus is comprised of 875 buildings that support all aspects of university life, including 21 colleges and schools where more than a hundred undergraduate majors are offered. The U. of Florida's Graduate School coordinates no fewer than 200 degree programs, and professional degrees are conferred in medicine, law, dentistry, pharmacy, and veterinary medicine. Outstanding campus facilities include the Florida Museum of Natural History, Center for the Performing Arts, Harn Museum of Art, University Art Gallery, Brain Institute, one public television, and one public radio and two commercial radio stations.

Most sports fans are aware that as a founding member of the Southern Conference, the University of Florida is a perennial powerhouse in numerous intercollegiate athletic games. Nationally, only Florida and UCLA have ranked among the nation's ten best athletic programs in each of the last thirteen years.

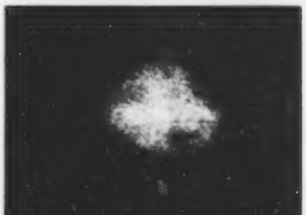
The University of Florida is also one of the nation's most academically progressive and culturally diverse universities. Highlighting Florida's proud accomplishments, and its selection to this issue's Honor Roll, is its long history of established programs in international education, research and service. Also of note is the participation of faculty in a newly developed Professional Excellence Program that rewards professors on the basis of their accomplishments and continuing productivity.

The history of the school can be traced to 1853 when the state-funded East Florida Seminary took over the Kingsbury Academy of Ocala. The seminary relocated to Gainesville in the 1860s and later merged with the state's land-grant Florida Agricultural College, then in Lake City. In 1905 the school was transformed from a college to a university by the state legislature, and the institution was relocated to Gainesville, where it opened its doors to 102 students on its present site in 1906. Women were admitted in 1947, and the school was integrated in 1958. Now the ninth largest university in the nation, nearly 40,000 students are enrolled at the University of Florida. The Gainesville campus is essentially a self-contained city, its northeast corner listed as a Historic District on the National Register of Historic Places. In 1995, *Money Magazine* named Gainesville "The Most Liveable Place in America."

Enrollment is geographically and culturally diverse, with students coming from more than 100 countries, every state of the U.S., and all 67 of Florida's counties. There are 1,771 international, 2,354 African-American, 3,364 Hispanic, 2,151 Asian American/Pacific Islander students enrolled. More than 4,000 faculty members serve the student population of the University of Florida. In total, these educators attracted more than $200 million in research and training grants in 1995-1996. That year some 70 percent of their grant proposals were successful, and 1,500 faculty members received grants. In a national ranking of Fulbright Awards for the same period, Florida ranks 11th among all public universities with 14 Visiting Scholars and eight American Scholars.

Latin American area and language courses made their appearance at the University of Florida as early as the 1890s. Latin American Studies became a formal academic program in 1931, and in 1952, the University began offering an M.A. degree in Latin American Studies. The Center for Latin American Studies (CLAS) was established in the early 1960s to "promote and coordinate Latin American activities" at the University of Florida. The Center is consistently ranked among the top such centers in the country, offering a full range of study areas and advanced degrees. The Center has won financial support from grantors such as the U.S. Department of Education as well as the Ford, MacArthur, Inter-American, Mellon, Rockefeller, and Tinker Foundations, the Agency for International Development, and the U.S. Information Agency.

University President John V. Lombardi stresses that The Center plays an important role in education and world affairs. He observes, "Florida provides quality faculty, staff, students, library, and programs for superior work on Latin American Studies. Over the years, the University of Florida has developed a depth and breadth of resources focused on Latin America that reflects our state's commitment to a central role in regional affairs.



John V. Lombardi,
President, University of Florida

Honor Roll Facts in Brief

INSTITUTION:
University of Florida

LOCATION:
Gainesville, Florida 32611
(352) 392-3261

ESTABLISHED:
1853

ENROLLMENT:
39,932

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

TUITION:
$1,830 (in-state, undergraduate)

NUMBER OF FACULTY:
3,720 full-time

SPECIAL PROGRAMS:
Counselor Education
Latin American Studies Program
National Magnetic Field Laboratory
Engineering Particle Science Institute

"As our academic agenda has grown more complex, focusing on such global issues as environment, poverty, economic development, and political change, the University of Florida Center for Latin American Studies has taken the lead in refocusing its resources to develop these new academic specialties at the same time as it maintains its traditional strengths in the disciplinary studies of anthropology, sociology, history, political science, language and literature, and the arts."

Charles H. Wood, CLAS director, adds, "The Center is one of the few institutions whose explicit mission it is to reach across the departments, colleges, and professional schools on this campus in order to promote activities and collaborations that would not other-

Charles H. Wood, CLAS Director, University of Florida

wise happen. By sharpening our ability to broaden these unique services, the aim is to broaden the relevance of Latin American studies to the teaching and research activities that take place across campus." Lombardi points out that The University of Florida has always seen Latin America as one of its key academic areas, and that commitment finds expression in the Latin American involvement of faculty, students, and staff from professional schools such as business, agriculture, medicine, or engineering. He finds "the depth of interest produces research and education and provides the base for an extensive network of relationships with counterpart institutions in Latin America."

Lombardi concludes, "Few areas of the world hold such significance for the United States' commerce, trade, culture, and history as Latin America, and few academic centers support resources on Latin America equal to those at the University of Florida."

One example of how the Center contributes to international education and on-campus collaboration is through an Annual Latin American Publishing Conference. Last year's 46th annual conference was held in conjunction with the Department of Romance Languages and Literatures. It attracted writers, editors, literary agents, and publishers from Spanish America, Brazil, Spain, and the United States to join scholars in an international forum to address the impact of new commercial, demographic, and cultural conditions on publishing in the Spanish-speaking world today.

Also enriching student life and serving as a nucleus to the Hispanic-Latino community at the University of Florida, sort of a home away from home, is the Institute of Hispanic-Latino Cultures. The facility was the first of its kind in the Southeastern United States. Known as "La Casita," it is the latest addition to the Office of Student Services. Through the presentation of lectures, workshops, seminars, forums, art exhibits, and discussion groups, the Institute seeks to provide a variety of activities and programs that enhance Hispanic students' educational experiences and leadership skills. It is but one of many initiatives making The University of Florida at Gainesville a worthy *Hispanic Outlook* Honor Roll inductee.

Fall of '97

Dear Colleagues:

Once upon a time in America, a college education was the exclusive province of one race, one gender–and no amount of wealth, position, intellect, potential or motivation could earn admission for any others.

The people entering and returning to college this September represent a range of ages and cultures undreamt of even by the forward-thinking, ground-breaking founders of the United States of America. We now realize that the imaginations of our founding fathers were restricted by the group's one race and one gender membership, a condition wholly out of place today.

Hispanic Outlook in Higher Education works to diversify the membership in all halls of leadership. Now beginning its eighth year, HO will continue to accent and celebrate the accomplishments of Latinos and Latinas as students, as faculty, and as administrators; to report on conditions affecting both our access to education and our performance within it; to identify resources of known or potential benefit to our readers; and to serve as a forum for the expression of your ideas and the exchange of your information.

While our goals are unchanged, there are new things under the sun at Hispanic Outlook. The appearance of the magazine has changed and will continue to change, thanks to our new Art Director, Wilson Aguilar. Starting now, each edition will feature a tribute to a college, university, department, center, or program of exceptional merit, via The Honor Roll. Our Web Site, introduced in the spring, will expand the exposure afforded our advertisers. And we are especially pleased to announce the formation of the Hispanic Outlook Scholarship Fund. Details will be available in late November.

Our staff, which includes veteran educators and veteran activists, joins me in expressing thanks to all of you for contributing much of the information that is our magazine's lifeblood. Your good news and your views are informing, alerting, and motivating our colleagues far and wide. Please keep them coming. Your input is sincerely valued.

With best wishes for a happy and productive school year.

Adalyn S Hixson

Adalyn S. Hixson
Editor

Good Outcomes from Even Start

Survey Shows Gains for Parents, Kids, and Society

BY LEANNE SOUTH

EVEN START, A FEDERALLY FUNDED LITERACY PROGRAM FOR ECONOMICALLY DISADVANTAGED FAMILIES, IS GENERATING POSITIVE CHANGE IN PARENTS, IN CHILDREN, AND IN THEIR INTERACTIONS WITH LOCAL SCHOOLS. The good results and the holistic, family-centered approach of the program also make it popular with Congress.

Up and running in all 52 states and in Puerto Rico, the program has four components: adult education, early childhood education, parenting skills, and joint parent/child education skills.

Of the 296 Texas parents surveyed, 33.8 percent have acquired their GED certificates and 29.2 Percent have enrolled in further training.

Post-participation statistics reflect a dramatic swing–26.6 percent of the adults indicate they often help their children with homework while 46.4 percent said they help with homework every day.

THE VIEW FROM TEXAS

Surveys of former Even Start participants in 10 Texas communities indicate parents are making significant education gains, and so are their children.

Of the 296 Texas parents surveyed, 33.8 percent have acquired their GED certificates, and 29.2 percent have enrolled in further training. That is merely one example of the positive preliminary findings reported by Texas A & M University professor Don Seaman and research coordinator Ann Martinez.

Speaking in Detroit, Mich., at the 1997 Commission on Adult Basic Education Conference, Seaman and Martinez said that survey results indicate that educational gains for parents are translating into more parental interaction with their children's education and better pay at work.

In the Texas survey, adult subjects ranged from 17 to 60 years, with 36 percent aged 25 to 32. An overwhelming majority of the Texas respondents–97.3 percent–were female. *HO* learned from the education department that "the lineup is more traditional" in other programs throughout the country. More than half of the Texas respondents were Hispanic and nearly 21 percent were African American, with 16 percent white and slightly over 6 percent Latinos/Latinas from other countries.

Most of the parents had been in Even Start between one and two years. The projects were located in school districts in 10 Texas cities–Socorro, Conroe, Crockett, Humble, Brazosport, Burnet, Taylor, Arlington, Houston, and San Antonio.

"Since participating in the Even Start program, the number of parents employed has increased from 44 to 116, and their hourly wage has increased from an average of $4.59 to $6.20," said Seaman, who also serves as director of the Texas Center for Adult Literacy and Learning.

Seaman added that before Even Start, 26.3 percent of the adults indicated they had never helped their children with homework while 9.2 percent said they helped sometimes. Post-participation statistics reflect a dramatic swing–26.6 percent of the adults indicate they often help their children with homework while 46.4 percent said they help with homework every day.

Statistically there was a significant correlation between parents who develop or improve their reading skills and the degree to which they assist their children with homework. It also improved the parents' self-esteem–89.3 percent said they feel they set a better example for their children now.

"Often times these adults were parents who never went near their children's school," said Seaman. "Now they are not only involved with their children's schooling, many of them are becoming involved in their community as active, participating citizens."

More than 60 percent claim to be better consumers with improved shopping and money management skills; more than 45 percent participate in community activities, including volunteer activities; 57 percent said they are more interested in local, state, national and world issues; and nearly half of the 127 who are registered to vote have voted in an election.

Children's data from this survey are also promising. In one school, 100 pre-K through fifth grade children from families in Even Start were

Even Start parents Ramiro and Manuela Reymindo

ranked in their classes by their teachers according to one criterion–probable success in school. Most of the 100 children were ranked in the upper one-third of their classes, and 24 were ranked either first, second or third.

In another program, elementary students from Even Start families were absent from school, on average, 2.3 days during the year. Their counterparts were absent 5.9 days.

EVEN START IN OKLAHOMA

In 1994-95, about 85 percent of the Even Start families were Hispanic and the retention rate for all participants was 75 percent. A rise in adult self esteem was noted and a seven point gain on the Comprehensive Adult Student Assessment System. Twenty-eight percent of the adults passed the GED that year. Of two assessment vehicles, the Home Screening Questionnaire (HSQ) showed gains in supporting the children's development growth, and the Preschool Inventory (PSI) indicated an average gain of 7.5 points for new children and 3.2 points for children who had been in the program for more than a year.

In 1995-96, nine of 11 Even Start graduates were ranked by their kindergarten teachers as average to excellent compared to their peers on overall academic performance. Even Start Graduates in the primary grades also compared favorably to their classmates.

Even Start mother María Carmen Sánchez

THE FAMILY TREE PROGRAM, MESA, ARIZONA

For 1992-93, about 84 percent of the families served were Hispanic, about 93 had income of less than $15,000, and 88 percent of the adults were unemployed. Recruitment elements include networking, door-to-door campaigns, visits to homes by parent liaisons, and open invitations for families to visit the center. Retention strategies include promotion of peer support "off campus," integration of activities across the primary educational strands, home visits, vocational education, and parent involvement in selecting and designing activities. All families, 100 percent, participated in all three core Even Start services, and retention rates ranged from 62 percent for families who had participated in two or more years to 52 percent for families who had participated for six months or more.

The project operates in eight elementary schools within the District, and a full-time adult education instructor provides ESL, ABE, pre-GED and GED instruction. Pre-school services for three-and four-year-old children are offered either by the District or by Head Start. Only four of the 25 children in Family Tree's first cohort were placed in Title I services during kindergarten, compared to the district-wide rate of 50 percent!

Leticia García

EVEN START IN ALAMO, TEXAS

Located only ten miles from the Mexican border, in the Rio Grande Valley, this Even Start project serves about 85 families in a district that is 95 percent Hispanic and contains high proportions of immigrant and limited English-proficient families. The District has a 17.9 percent unemployment rate, about three times higher than the State average. More than half the families receive government assistance, and about 40 percent are single-parent families.

Even Start offers year-round services at three sites, classes mornings and afternoons four days a week, as well as some on evenings and Saturdays. In addition to the typical adult ed classes, ESL to GED, at par-

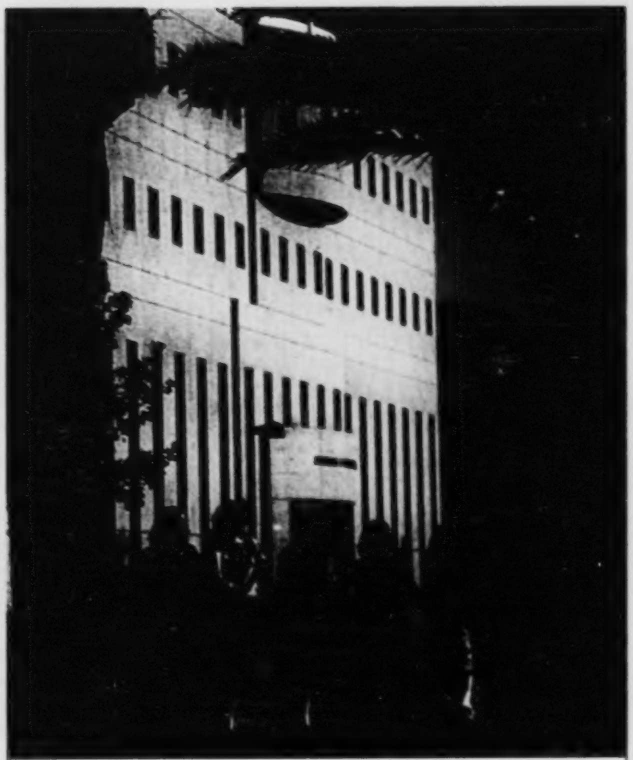
Maria Elena Tapia of Even Start in Texas

ticipant requests, the project also offers classes in citizenship, computer literacy, sewing, and nutrition. Padres Con Poder, a locally developed parent empowerment program, was designed to appeal to fathers. Bilingual early childhood education is offered four days a week to children between the ages of six months and eight years.

Preliminary findings suggest that former Even Start children have strong English skills and are doing well in school, relative to nonparticipants.

AND IN GETTYSBURG

The Even Start program here asked each family to keep a folder in which parents and children wrote on a new topic every month. The writings from parents were so revelatory, the program decided to publish them as "La Luciernaga," a booklet in which parents expressed their needs and dreams.



California State Northridge

continued from page 8

Joge also calls into question the basis of the admissions process. Many feel that this is an area that will be explored extensively when affirmative action departs. California colleges will have to determine if they value diversity or not. "What are we looking for?" asks Joge. "Test scores and grades have never been very accurate as predictors of success. The ability to succeed is the most important." Joge herself is an excellent example. Graduating from Liberty Union High School in Brentwood near San Francisco with a good GPA but low test scores, she attended UC-Santa Cruz via affirmative action; and she succeeded there, completing a double major in political science and history due to her ability (regardless of test scores) and her tenacity.

The Circuit Court has ruled in the *Hopwood* case that "schools must scrutinize applicants individually, rather than resorting to the dangerous proxy of race." Big schools, however, deal with big numbers, and "scrutinizing" all the applicants to the University of Texas is more easily said than done. When the Court said that *Hopwood* was a "fair example of an applicant with a unique background," and that "her circumstances will bring a different perspective to the law school," it certainly was leaving the door wide open to Joge's recommended search for other ways to achieve a diversity to which we can all subscribe.

Until the answers to this and other questions are found, minority applicants will have to be more resourceful in seeking out those institutions, both private and public, that are still reaching out to them, valuing what they offer, and working to provide them with a friendly environment in which to learn.

Back to the Front

Professor/Educator Returns to High School

BY
HORACIO D. LEWIS

AS AN EDUCATOR, MUCH OF MY LIFE WAS ENGAGED WITH SCHOOL ADMINISTRATION AND TEACHING–AT COLLEGES AND UNIVERSITIES AND AT A STATE DEPARTMENT OF EDUCATION–UNTIL THIS LAST YEAR, THAT IS, WHEN I ACCEPTED A POSITION TEACHING SPANISH TO DIVERSE STUDENTS AT A DESEGREGATING PUBLIC HIGH SCHOOL.

> ***"All school district office and building administrators and university professors should return to classroom teaching for at least one semester every three years to maintain their contact with the real mission of education...."***

I had been doing educational consulting or, rather, I was between jobs looking for a real job to sustain my family after losing my post at a state education agency. The truth is, the demise of federal funding of my post had been used as an excuse to downsize me. I had once sued the state successfully for employment discrimination. The state, I believe, retaliated. So despite my dozens of job applications, my competitive credentials, my graduate degrees, my Harvard education certificate, fluency in several languages, extensive research publications, and dozens of awards for achievements and contributions, I was to be employed as a replacement for a high school teacher dismissed half-way through the school year because he couldn't control his classroom.

The last time I had taught high school-age students was more than 20 years earlier. And though certified by the state to teach Spanish, this would be my first time actually teaching it, except for a "Spanish for Bankers" class at a local college. Biology, mathematics, education, sociology, social science, human diversity, and community services were the courses I was most often asked to teach, up through the doctoral level.

I was forced, as it were, to hit the ground running. This was to be a trial by fire.

I had forgotten how difficult it is to teach in a high school, and how different it is from teaching university students, who are typically "there to learn" or otherwise well behaved.

High school teaching was certainly different from my five years of state-level school bureaucracy, with its "administrivia," power pyramids, and "don't bother me with the needs of students" ego.

Now I found myself where the rubber meets the road–out with the theories of pedagogy and of exemplary practice, the rhetoric of educational fad literature, and in with the actualities. This was the real deal. Good-bye talk, hello walk!

Suddenly I had to reevaluate all the training, workshops, and in-service programs I had conducted for teachers and administrators in nearly two decades of work. I had been a dedicated administrator, one who took the job seriously. I had read all the current educational literature, as well as conducting my own research on the subject. My curriculum development and instructional practices were solid–or were they–after 20 years?

My new colleagues, all of whom liked their jobs as teachers and appreciated the school's supportive administration, asked me not infrequently what I was doing in a high school with my credentials; in my shoes, they would be "out of here." They were aware that Brown University had been pursuing me, that I'd been a dean at one large university, an adjunct professor at others. They felt that I was misplaced. But although I was there by happenstance, I had come to believe that high school was where I belonged. I saw my contributions to education as having much more impact there. And there was the bonus of working with the finest teachers and staff in the state.

Everyone was cordial to me, and, thanks to the "honeymoon period" phenomenon, even somewhat deferential and appreciative that I, with a Ph.D., chose to teach at their school. There were exceptions–some students who felt they didn't have to answer to anyone, especially to some "doctor" who should be working in a "hospital" and who was "too rich" anyway to be teaching high school. If they only knew what dismal salaries teachers make!

Other students were genuinely curious about my doctorate, asking what it meant, how I got it, how long it would take for them to get one, and, more poignantly, why would they need one anyway? I always answered those questions, even invited some to try on the cap and gown I had worn to the school's commencement exercise–in preparation for their future graduations, I explained.

But clearly, high school students today are quite different from those 20 years ago–and drastically different from those of my own high school years in Latin America, where students respectfully stood up when a teacher or adult entered a classroom. Where, if reprimanded or punished by a teacher for a disciplinary infraction, students were punished once again by their parents, it being a given that "they must have done something wrong." In much of Latin America, teachers ranked second only to the parish priest, who was considered God's representative! Respect for teachers was awesome.

Yet despite the new challenges of the new classroom (e.g., drugs, violence, disruptive behavior, abusive and obscene language), one old lesson remained true: students are still young, growing kids, no more and no less, who should be treated as such, and disciplined accordingly; for regardless of their protestations, they need and welcome structure and fair consistency in their young lives.

I constantly reminded my students that learning and practicing fairness in their lives and in interacting with others, especially those who are different from themselves, was even more important than learning Spanish; and, to my delight, I would often hear from my colleagues that my students characterized me as being fair.

Making an early acquaintance with students helped this process. During the first few days of class, I had panicked at the prospect of memorizing so many names–more than a hundred–in order to begin to teach and discipline my class effectively. Calling on each student day after day helped this process. Within a couple of weeks, I was able to toss my seating chart.

Assigning daily homework, weekend homework, even holiday and vacation homework helped to create a new and businesslike environment, one that spoke to strict academic achievement goals and against previous behavior, ranging from the time-honored throwing of spitballs at the teacher to "hanging out" in the classroom with fellow students and uninvited guests, fighting, at times into neighboring classrooms, and even tossing students out the window–a generally disruptive classroom atmosphere where the noise overshadowed the learning.

Many students confessed, though, that they enjoyed the new environment and were learning much more since I started. Some inquired as to whether they could ask for my class the next year. Several parents called and even came in to meet me to express their relief in my being there. Random teachers and even custodians thanked me for the new order, for controlling a class they said was completely out of sync.

Other students, though, would complain that my class was too difficult and that things were better when **they** had control. And while the students were evaluating **my** behavior, so was I analyzing theirs, and formulating my student profile 1997.

1. THE ACE STUDENT. This hard-working student type, about 10 percent of my students, is smart but low-key lest he/she be ostracized or laughed at by those "Chill" students who believe it's not cool to be smart or even to make an attempt at learning. The Ace student does the required class/home work, is persistent at learning, is not afraid to ask questions, studies every day, takes notes on class lectures, keeps a current calendar of school activities and assignments, does not disrupt the class with idle chatter, promptly does what the teacher asks, uses appropriate language, gets excellent grades, is fully in touch with school and academic reality, answers questions correctly when called on, but tries, if at all possible, not to volunteer correct answers, fearing criticisms from non-Ace-types. The Ace student is often self-isolated in the class or interacts primarily with other Ace students.

Ace students walk a fine line between outstanding achievement and mediocrity, depending on their succumbing to the ever-present peer pressure mostly driven by "Chill" students. Ace students, with some exceptions, appear embarrassed to demonstrate their achievement level and intellect. They many times are shortchanged by Chill students who take up much of the teacher's class time by demanding attention to their misbehavior. This invariably results in a non-challenging atmosphere for Ace students or a dumbing down of their cognition.

2. THE CHILL STUDENT. This student type, about 25 percent, might or might not be smart, but this is irrelevant to their notion of themselves in a home, community, and/or school clique where being "cool" is the "in" thing and takes precedence over learning. Hanging with the right chill crowd, wearing the right chill sneakers/shoes or clothes (e.g., designer) is "where it's at." This attitude entails a behavior that demands "visiting" with other Chill students in class rather than doing academic work; not being ready to learn when getting to class; and asking for passes to go to the bathroom, nurse, or locker, to sharpen a pencil, or to use the phone or whatever to get out of the classroom when work is demanded. Some Chill students even deliberately disrupt the classroom or school building enough to generate in-school suspension or out-of-school suspension. I had to be always super prepared with my daily lesson plans in order to give my full attention to classroom management. I even learned to write on the chalkboard while keeping my eyes on the Chill students. My inviting a disruptive student for a brief conversation outside the classroom resolved many a volatile situation.

There are times or teaching/learning moments when Chill students pause long enough to pay attention and learn. These are the frightening moments when the teacher is astonished as to the potential of these students if only they refocused and committed themselves to valuing knowledge. Such moments are fledgling and soon vanish when the chatter and

> ***"There are times or teaching/learning moments when 'Chill' students pause long enough to pay attention and learn. These are the frightening moments when the teacher is astonished as to the potential of these students if only they refocused and committed themselves to valuing knowledge."***
>
> HORACIO D. LEWIS

hanging out take over. Socialization is preeminent in the lives of the Chill students–school is for chilling! Of course, come the end of the marking period or school year, these same students want to know how they can make a passing grade, after having done nothing for the entire marking period or year.

Chill students do not pay attention to classroom/school details since they are much too busy socializing. Their behavior is often unconscious of and oblivious to academic reality. Indeed, this disruptive behavior might even erode high academic standards by prompting the awarding of "compensation grades" for occasional good behavior. Surprisingly, Chill students are capable of sitting still for up to two class periods during exams. This tranquility, I have been told, works with the showing of movies as well.

3. THE WOULD-BE CHILLER. Representing approximately 10 percent of the class, these are Ace students or potential Ace students or "settled students" who are under the influence of the Chill student. One such student was earning A's in my class until he encountered a Chill student whom he tried to impress or emulate. His grade quickly dropped to a "D," and he later was in danger of failing the course. If counseling fails, a different environment or school is sometimes effective in returning this Would-be Chiller to Ace material.

4. DON'T CONFUSE ME WITH THE FACTS, I REFUSE TO LEARN (OR "FACTLESS") STUDENT. Unlike the Chill student, the Factless student (about 5 percent of my class) is a loner, does not particularly fit in, stays to himself/herself in ignorance, and does not disrupt the classroom with idle chatter or hanging out with friends. There might not even be any friends. "Factless" has simply decided not to learn whatever the teacher is teaching. At first, utilizing a considerable amount of class time at the expense of other students, I forced Factless students to do the class work, exams, etc. After realizing that they were adamantly noncooperative, a compromise seemed attractive: as long as they continued not to disrupt and, hence, gave other students who wanted to learn the opportunity to do so, they would be left alone in their ignorance. But I resisted the thought and stayed on their case, figuring I might not reach them this year, but maybe next year or the year after that; or some other teacher might reach them. In any event, I never let these students rest–after all, they were in my class to learn! I would at least do my part.

Factless students try your "last patience" and make you believe that every student might not be reachable. This might be true, but don't give in. Such students might typically write their names on a test paper before proceeding to go to sleep with heads placed on desks or sit idly by while others toil away at the test. They will even occasionally pay attention to class lectures with nothing to say when a question is asked of them. They turn in no homework and are often without a textbook, notepaper, or pencil. I am most perplexed by this type of student. They give up without trying. We cannot allow mediocrity to overrun the classroom.

5. THE SETTLED STUDENTS. They could be considered your typical student. They know the routines, generally follow the rules, and do average to better than average work with little or no disruption to classroom instruction. This group, previously in the majority, represents about 50 percent of the classroom. They can often be reached academically, but might remain dormant while the Chill students are acting up. Though I was able to obtain control of my class in order at least to teach Ace Students and Settled Students and many others, I am disappointed with an educational system, parents and society that encourage mediocrity and allow Chill and Factless students to get away with this behavior. I continued, as much as humanly possible, to strive to reach ALL students, Chill and all, in my effort to bring students to the realization that all students can learn if they expend the proper effort and realize that it is learning that is cool–to chill is to be smart! I have been successful in getting the attention of and reaching most of my Chill and Would-be Chill students in addition to my Ace and Settled students.

Those who flat out refuse to learn or Factless Students need additional intervention or alternative placements. My attempts to engage the parents of these students produced no discernible results. Barring a medical condition, there is no such thing as a student who cannot learn with the appropriate motivation. Instead, and in addition to my 1997 diverse student profile, which is not hard and fast, the classroom is comprised of two basic kinds of students: those who choose to learn and those who choose not to learn. Teachers should give up on neither. Yet at some point we need to take inventory on disproportionate time spent with diminishing return.

Meanwhile, I continued to minimize classroom disruption by allowing passes only for sick and dying students' visits to the nurse. I allowed no idle chatter or hanging out, no behavioral disruptions, and demanded that every student entering my classroom be prepared to learn with textbook, notepad, pencil/pen, and an open and engaged brain.

All students were treated with utmost respect. In addition to calling students by their names, I often used sir, ma'am, or ladies and gentlemen. I also treated everyone with dignity and fairness with attention to affirming their ethnicity and culture through personal interaction and classroom infusion work. After several attempts at addressing an individual's disruptive behavior, I sought assistance through a school advisor and parent/guardian. Parents were contacted too when students were doing well. I scheduled opportunities during the week for students needing tutoring or make-up work and for parents needing to meet with me.

I am now convinced that all school district office and building administrators and university professors should return to classroom teaching for at least one semester every three years to maintain their administrative/tenure contracts and their contact with the real mission of education–the education of students in their younger, more formative years. In the process they will serve as much-needed role models to motivate students, especially those who are poor and disenfranchised. They will also be afforded the opportunity to put their lofty theories to the test to help create a more responsible citizenry. State education agencies, far removed from the business of and dedication to the education of students, should perhaps be placed on the chopping block at the earliest possible time.

In the end, you might not be able to force students to learn, but with the assistance of parents, government officials, and school building and district administrators, teachers can create a fair, motivating, non-threatening, non-disruptive environment that enables students to take advantage of learning opportunities, if they so choose.

Student Activist Back to School with Full Agenda

Brings Super Hero Ideals to Student Life

At 23 years old, Carlos Razo still believes in super-heroes, and his favorite is still the Green Lantern. He says he likes their ideals and what they stand for.

"The Green Lantern is all about willpower and courage," he says, proudly displaying his super-hero ring.

A social science major at San Diego State University, Razo was recently elected president of the Associated Students, a job that represents a campus of nearly 29,000 students.

He ran for the presidency after serving as vice president of external affairs for one year, because, he says, he wants to finish what his predecessor, Guillermo Mayer, started.

"Someone needs to make sure everything continues and goes well."

Born in South Central Los Angeles and raised in Cypress Park, a suburb of Los Angeles, Razo remembers going to sleep at night to the sounds of his mother's sewing machine.

"(My sister and I) didn't like it, but we knew and understood she was working," he says.

Razo praises his mom, describing how she worked from 10 to 4 every day as a vocational teacher and then until midnight at home as a seamstress.

"She gave everything to us," he says. "She made prom dresses for my friends and my sister's friends; she even still makes my boxers."

There is virtually no communication between Razo and his father, who left the family years ago.

"If he tried to be a part of our lives, he didn't try hard enough," Razo says. "I can't miss him because he was never there to begin with, but my mom was more than enough."

Attending San Diego State University on grants and loans since the fall of 1992, Razo first became involved with campus activities while living in the residence halls.

He joined the residence hall council, then became council president. He was also actively involved with MEChA, the Movimiento Estudiantil Chicano de Aztlan. When no one else would step forward, he became MEChA's representative to the Associated Students (A.S.) and also the student representative for the College of Arts and Letters.

Active in student lobbying through the California State Student Association (CSSA), Razo wanted to make sure that student voices would be heard on a statewide level. He was elected chair of CSSA, even though he was "a little rookie kid."

Carlos Razo, President, Associated Students, San Diego State University

"Somebody had to do it, and no one wanted to," he says. "I could have graduated a long time ago, but I decided not to, so I could stay and do a good job."

After being elected vice president of external affairs, Razo became active in student lobbying through the California State Student Association (CSSA). He wanted to make sure, he says, that student voices would be heard on a statewide level. He also was elected chair of CSSA, even though he was "a little rookie kid."

"It's hard to let go of CSSA," he says, in going from a post that represented 333,000 students to the presidency of Associated Students at SDSU, with its 29,000 constituency. "But I still want to make sure I get things done right."

Razo intends to focus on getting all campus groups involved at SDSU. He acknowledges a large Chicano presence in the A.S. and says, "It shouldn't just be Latinos; other students need to be represented." When asked why he thinks Chicanos are so active, he says it has to do with their culture.

Set to graduate in May 1998, Razo wants to teach history, geography, political science, or Chicano studies to high school students. Right now, after seeing the Latino population on campus double in the last few years, he wants to educate people about the culture.

"We're from the lowest-empowered communities with high dropout rates and high crime...we get involved."

Carlos Razo, President, Associated Students, San Diego State University

Three or four years ago, a campus fraternity distributed rush week information that upset members of MEChA. Razo says that some of the fraternities' posters and flyers included a picture of a freeway sign depicting a mother with two children running across the freeway. The freeway sign was intended to alert motorists to the hazard of highway crossings by illegal immigrants. The connection of that illegal "rush" with fraternity rush week was not appreciated by Latinos.

Several MEChA members, he says, went to the fraternity house yelling and demanding an apology. But Razo felt this was the wrong way to deal with it. Instead, Razo talked with the organization's president and tried to explain to him why Latinos were upset.

"It's not to our benefit to start a riot," he says. "I try to avoid conflict at all costs. People need to know what being a Latino means, everyone needs to know."

But over all, Razo says he wants to be a role model for students.

"I think I can do it here," he says.

Striving to get more students on campus committees, Razo says he wants to make sure they jump on the issues right away, wasting no time.

"Students really do make a difference. I think they don't realize it, but they do."

As A.S. president, Razo spends a lot of time talking to incoming first year and transfer students, as well as groups of minority students.

"I want to get them motivated and involved in school, and I think I can do that. I tell them, 'Hey, this is me, I was there. Come on, let's go for the ride.'"

And according to Razo, the ride is well worth the work.

This article was prepared by Jamie Butow, San Diego State University Communications

"We're from the lowest-empowered communities with high dropout rates and high crime...we get involved."

CARLOS RAZO, PRESIDENT, ASSOCIATED STUDENTS, SAN DIEGO STATE UNIVERSITY

Hispanic Dropout Project   Index to Volume VII   Honor Roll   Bilingual Legal Interpreting

SEPTEMBER 19, 1997 • $3.75   VOLUME 8 • NUMBER 2

THE HISPANIC Outlook IN HIGHER EDUCATION

NEW MEXICO STATE UNIVERSITY CHEMISTRY TEAM IN MEXICO

Chemists Take Aim at Air Pollution

21

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652.

Internet: http://www.HispanicOutlook.com
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Cover Photograph: NMSU photo by Michael Kiernan

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A CAPITOL VIEW

Paying for Graduate School

The Enlightened Search for Funding

BY GUSTAVO A. MELLANDER

FEW HISPANICS COMPLETE BACHELOR'S DEGREES, AND, CONSEQUENTLY, EVEN FEWER ATTAIN MASTER'S AND DOCTORAL DEGREES. Why is that? In one word, it is finances. The prohibitive costs of financing higher education are especially burdensome to many Hispanic families.

Easy access to information on what financial aid is available could alleviate the stress, the struggle, and the ordeals that deflate the educational aspirations of many Hispanics. Resources do exist in the federal government, among them scholarships, grants, loans, and work-study programs specifically designed for Hispanic students. But these important sources of student financial aid are not easily unearthed.

A must-see, must-have publication is the U.S. Department of Education's ***Student Guide to Financial Aid*** (call 1-800-433-3243 for copies; view copy on-line: www.ed.gov/prog-info/SFA/Student Guide). This guide is requisite material for high school students and their parents. It surveys federal grant, loan, and scholarship programs. It provides important tips on budget planning as well as ceiling levels for federal loans (8.25 percent for the Stafford loan; 9 percent for PLUS, Parent Loans). Information about eligibility (undergraduate, graduate, years of study) and responsibility (payment schedule, immediate vs. deferred payment plans) can assist those students who plan on making a major investment in a college education.

Another important publication of the Department of Education is: ***What I Should Know About Education Grants*** (call Grants Division at 202-708-5601). The government encourages the widespread dissemination of this document, which is a survey of all major discretionary grants awarded by the Department of Education. Through a competitive screening process, the department makes awards to institutions, which then use the grants to assist students. Several offices in the department itself–Bilingual Education and Minority Language Affairs, Elementary and Secondary Education, Postsecondary Education–administer grant programs as well.

Directions, deadlines, and details about grants applications, the review process, and student responsibilities are clearly explained. A comprehensive index, under the subheading "Other Information," includes many office listings, telephone numbers, and Web sites to federal student financial aid sources.

Where the two publications just cited are extensive, general, easy-to-read, and simple in format, the ***Guide to U.S. Department of Education Programs*** is a specific enumeration of every discretionary grant administered by each office. Hispanics should check the following:

•The McNair Post-Baccalaureate Achievement grants are targeted for low-income first-generation college students interested in pursuing doctoral studies.

•The Programs to Encourage Minority Students to Become Teachers awards funds "to increase the number of Hispanics, Blacks, and other minorities in the teaching profession."

•The Minority Science Improvement program targets "predominantly minority institutions of higher education to increase the participation of underrepresented ethnic minorities in scientific and teaching career fields."

An even **more** detailed resource for Hispanics in higher education is ***The Hispanic Scholarship Guide***, a publication of *VISTA* magazine (305-442-2462). According to its authors, this book eases the task of researching the types of financial aid available in a variety of disciplines and professions. Scholarship listings are provided for such disciplines as Arts & Humanities, Business & Public Administration, Communications, Health Science, Law, etc., facilitating student choices based on particular interests and talents.

Beyond the federal government, there is a growing, eclectic array of funding options. Hispanic Designers offers $500-$1500 scholarships to Hispanics enrolled in accredited fashion schools through the Racial/Ethnic Leadership Support Grants; the Presbyterian Church (USA) provides money to minorities pursuing a first professional degree.

Then there are the traditional

financial resources offered by many large, prestigious research institutions such as UCLA, including $10,000 "graduate and predoctoral fellowships for minorities."

Community colleges, which enroll more Hispanics than does any other sector of higher education, also provide competent counseling in how to access state and federal financial aid. Some focus on quite specific professions. Take, for example, Cerritos (Southern California) Community College, which offers financial assistance to Latinos registered as dental assistant majors. Miami-Dade Community College provides scholarships to Hispanics entering the nursing field.

Organizations provide assistance as well. The National Physical Science Consortium offers women and minority students fellowships for up to six years of graduate study in the physical sciences. Generous awards can reach $25,000 a year, with an initial stipend of $10,000 and tuition.

One of the least known of the important resources for the Hispanic community, the Office of University Partnership (OUP) in the Department of Housing and Urban Development (HUD), is a creation of former HUD Secretary Henry Cisneros. He wanted to "encourage and expand the efforts of colleges and universities" in building and re-building urban communities throughout America.

Towards that end, OUP (1-800-245-2691; Website: http://oup.aspensys.com:89; e-mail: oup@aspensys.com), is a major funder of partnerships between universities and communities. Through the Doctoral Dissertation Research Grant Program, OUP provides one-time grants of $15,000 to as many as 15 doctoral candidates a year. Awards are based on student interests and dissertation proposals. Dissertations must revolve around the theme: "helping people create communities of opportunity." An empowerment principle that underlies this theme is the "commitment to reducing the separation of communities by race and income in American life." Awards have been given to students in several disciplines, including architecture, history, economics, sociology, public policy, and social work.

OUP also offers federal grants to higher education institutions to attract more minority and disadvantaged students to academic programs in community planning and development. The Community Development Work Study Program provides stipends (up to $6,000 undergraduate; $9,000 graduate) and tuition support (up to $3,000 undergraduate; $3,500 graduate). The most competitive applicants will show a sincere commitment to a career in community development and exhibit potential for immediate career placement in such a career after college.

The W.E.B. (Washington Education Bureaucracy) provides numerous opportunities for Hispanic students. Many times the programs are scattered throughout various federal agencies, making the process of securing financial aid cumbersome and frustrating. Studying the aforementioned resources and securing copies of the publications described are important first steps towards success. Beyond governmental resources, *VISTA*'s ***Hispanic Scholarship Guide***, with its substantial bibliography and index, is a vital resource for all Hispanics interested in higher education. Individuals, programs, and institutions are out there, designed and ready to help.

The* Guide to U.S. Department of Education Programs *is a specific enumeration of every discretionary grant administered by each office.

No more excuses; the time to act is now.

Scholars Release Report on Dropout Rate

BY

INES PINTO ALICEA

> ***"Kids are falling through the cracks, and the cracks are as large as they were 30 years ago."***
>
> DR. EUGENE GARCÍA, DEAN, GRADUATE SCHOOL OF EDUCATION, UC-BERKELEY

SEVERAL SCHOLARS INVITED BY THE U. S. DEPARTMENT OF EDUCATION TO OFFER SOLUTIONS TO THE HIGH HISPANIC DROPOUT RATE SAY THEY DOUBT THEIR FINAL REPORT WILL GET THE ATTENTION IT MERITS FROM THE CLINTON ADMINISTRATION.

"Latinos voted heavily for Clinton, and we ought to reap some of the benefits," said Dr. Eugene García, dean of the Graduate School of Education at the University of California-Berkeley, a former appointee of President Clinton to the U. S. Department of Education and one of seven scholars who participated in the Hispanic Dropout Project. "I don't see us doing that at this time. The administration has lots of things to do, and this hasn't gotten their attention."

Members of the group gave several reasons for their frustration. They cited delays by the education department in publicly releasing the report, and a lack of responsiveness by both the department and the administration. The group turned in its report, entitled "No More Excuses," in February of this year, but the public could not see it until fall. Moreover, some said their work was limited because the group was merely a "project" and not a federal commission, which kept the scholars from making recommendations directly to the federal government.

Others in the group were a little more optimistic. Dr. Walter Secada, the project's chair, and professor of curriculum and instruction at the University of Wisconsin in Madison, said that while he was concerned about the delays, "the things we recommend might not fit political agendas or the political winds of today, but I'm willing to give the political machinery of this country the benefit of the doubt. We've got to start somewhere," he said, calling the dropout rate "an unacceptable state of affairs."

Hispanics remained the **most** likely of all students to drop out of high school, according to the report. "The gap in Black-white school completion rates has been steadily closing over the past 20 years through an increase in school completion by African Americans; in 1972, about 21 percent of African Americans between 16 and 24 years old dropped out of school; in 1994, that figure was 12.6 percent compared with a 10.5 percent dropout rate among whites. In contrast, the dropout rate among Hispanics hovered between 30 and 35 percent during that same time period, with no improvement.

Despite the lukewarm reception in Washington, members of the Hispanic Dropout Project say the report is important. They say, too, that it is unique because it focuses on **why** the problem of Hispanic dropouts exists and it unites leading scholars on the issue to share their insights on Hispanic dropouts and to create recommendations that can be implemented nationwide. Moreover, it sheds a more public light on an issue that has "remained largely an invisible problem to all but Hispanic students, their parents, and their communities," said the report.

"Discussions of Hispanic dropout often have been submerged in discussions of dropouts in general, the education of ethnic minorities in general, or politicized debates about immigration, language, and bilingualism," said the report.

But the members are optimistic that one senator, Jeff Bingaman, a Democrat from New Mexico, will translate their report into legislation that will make a difference. A staffer from the senator's office said the legislator is reviewing such a proposal. The senator has closely followed the work of the group and was instrumental in getting the project launched.

García said that he hopes the report will eliminate some of the myths society has about Hispanic dropouts, e.g., that they are all poor and speak limited English.

"Many dropouts speak English well and do not come from poor families," he said. "Kids are falling through the cracks, and the cracks are as large as they were 30 years ago. This is a persistent problem because we haven't paid attention to it (in terms of policy). But the problems are not insurmountable. They can be dealt with."

The report offers many proposals to the different stakeholders–teachers, parents, schools, school districts, state education agencies, students, and the community at large–on how to better address the Hispanic dropout problem. The

Robert Slavin, co-director of the Center for Research on Education of Students Placed at Risk (CRESPR) at John Hopkins University and a member of the Hispanic Dropout Project

scholars recommend to community-based organizations that they continue to include the concerns of Hispanic parents in their service and advocacy activities. To business leaders, they suggest that if they hire students, they should provide incentives for the students to complete high school and pursue a higher education degree, and that they implement policies permitting parents to take time off to attend parent-teacher conferences and to participate in school governance activities. To researchers, the scholars recommended that they evaluate promising dropout prevention programs and practices and help disseminate information on successful programs around the country. Researchers also should study "the times and mechanisms through which students of different backgrounds disengage from school" and the "pre-service and in-service teachers' beliefs, knowledge, skills, and professional development as related to the education of Hispanic students."

"The nation cannot afford, nor can it tolerate, the persistently high rate of Hispanic dropouts," the report said. "To reverse the long-standing disparity in school completion between Hispanics and other groups will require the long-term sustained attention that other issues have received. We, as a people, need to say: No more excuses, the time to act is now."

The scholars suggest that teachers should teach content so that it interests and challenges Hispanic students, and that teachers become knowledgeable about and develop strategies to educate Hispanic students and communicate with their parents. Schools, the scholars say, need to be more aggressive in responding to the early warning signs that a student is losing interest, doing poorly, or disengaging. Schools also should replicate dropout prevention programs that have proven effective, personalize programs and services that work with Hispanic students, and monitor the effectiveness of their programs, improving or replacing them with more reliable strategies if they are ineffective.

Researchers also should study "the times and mechanisms through which students of different backgrounds disengage from school" and the "pre-service and in-service teachers' beliefs, knowledge, skills, and professional development as related to the education of Hispanic students."

School districts and state education agencies play an important role in reducing the dropout rate among Hispanics, according to the scholars. The section with recommendations to school districts and state education agencies is the longest section in the report. Among the recommendations are that they develop better management information systems that follow students more accurately; design comprehensive strategies for dropout prevention tied to their state's standards–strategies that account for students' differing needs; inform students and parents of their policies in a clear and easy-to-understand manner, and warn parents without delay when their child's behavior is unacceptable; insist that beginning teachers have the knowledge and skills needed to work effectively with a diverse student body; and recruit people into the teaching profession who will diversify its ranks.

Dr. Walter Secada, professor of Curriculum and Instruction at the University of Wisconsin

The Hispanic Dropout Project report was produced after members conducted extensive research throughout the country. Project members visited schools around the country with successful programs to address at-risk youth, and sponsored focus groups to discuss the Hispanic dropout problem with community leaders and get their input on what needs to be done to combat the problem.

"We listened hard to what was said and tried to reflect that in our writing," Secada said.

"A lot of schools want to do something...but they get caught up in the everyday grind," said Dr. Rudolfo Chávez Chávez, a group member and professor of curriculum and instruction at New Mexico State University in Las Cruces, N.M. "But we can't afford to let kids give up. This will take a long, sustained effort of rethinking how we school our children."

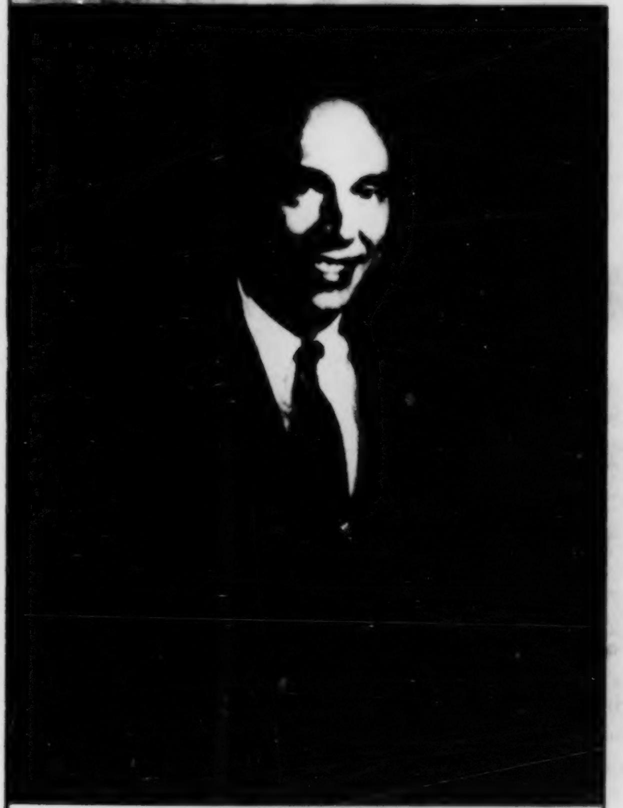
The group is comprised of seven educators whose experiences range from working directly with at-risk youth to educating future teachers and other higher education professionals. They are Secada, García; Chávez Chávez; Cipriano Muñoz, a science coordinator at a San Antonio high school; Dr. Isaura Santiago Santiago, president of Eugenio María de Hostos Community College, the City University of New York; Dr. Jeanie Oakes, a professor of education at the University of California in Los Angeles; and Dr. Robert Slavin of Johns Hopkins University in Baltimore, Md.

The Honor Roll

Mott Community College

Saving a City through Education

BY ROGER DEITZ



Allen D Arnold, President
Mott Community College

In 1989, MOVIE DIRECTOR MICHAEL MOORE'S DARKLY COMEDIC (AND SOMEWHAT BIASED) FILM *ROGER AND ME* DETAILED THE DECLINE OF HIS HOME TOWN OF FLINT, MICH. In the wake of the closing of 11 auto plants by General Motors, 33 thousand workers lost their jobs. The movie portrayed Flint as depressed and in shock because the city had not prepared for the changing economic climate, and, like GM, the workers were learning the realities of the modern auto market.

Against this backdrop, college enrollments were declining. It was clear that in this tough environment, any academic institution hoping to deliver a brighter future to the residents of Flint would have its work cut out for it. Mott Community College rose to the challenge. That's why Mott is this issue's Honor Roll honoree.

Borrowing from the vernacular of the auto industry, College President Allen D. Arnold characterizes today's Mott Community College as an "Economic Spark Plug" that "ignites and energizes" Flint. He stresses that Mott has to be creative and diligent in its efforts. Arnold sees Mott's focus as "Workforce Development."

"We know that preserving prosperity in this region will require more than conventional academics. We must prepare a knowledgeable, retooled, ready-and-able workforce that can meet the changing demands of business and industry. Mott Community College is creating a host of new programs to give our community the competitive edge, now and into the future."

MCC Professor of Economics Stephany Diana agrees that the people in Flint must invest in themselves, observing, "The only job security today is what you have learned, and what you can do with your head and your hands. In other words, you need to have plenty of portable, transferable skills–intellectual capital–that you carry with you from one job to the next."

Pamela Loving, vice president, Jobs Central, Inc., and vice president of the Flint Board of Education, is also a champion of pragmatism in education. She says that businesses can be attracted to the area only if there are ready workers. Loving feels this will be a big step to Flint's salvation.

"Nothing is more important to our area than economic development. We absolutely must be able to attract new companies and business, and to do that, we've got to invest in education. It's the key. If our people are trained and prepared, the work will come."

Pragmatism and job training are paying off for the local economy, for local residents, and for Mott Community College. As a result of grants awarded through the Michigan Jobs Commission, MCC has successfully trained more than 3,000 workers for area businesses. That brought nearly $2 million in job training funds to the Flint community, which was matched by more than $7 million in contributions from participating businesses. These efforts resulted in the retention of 2,418 high-paying industrial and governmental jobs, and the creation of 275 new jobs.

MCC has been modifying classes to make certain that college instruction is grounded in the real world and is responsive to the requirements of the workplace. Educators at Mott discovered that many businesses, among them the auto industry, dental practices, and the food service industry, were actually desperate for well-prepared workers, especially for high-technology job positions. An effort was made to match educational programs with industry needs to help area workers upgrade skills and to keep them competitive. During this process, MCC identified a great need for state-of-the-art design training, and the college soon became one of the country's largest and most knowledgeable sources of Unigraphics II instruction.

Unigraphics is a computerized, three-dimensional design program that has become essential to the auto industry as well as to other manufacturing businesses. In partnership with the Michigan Jobs Commission and GM/UAW's Joint Training Fund, MCC restructured its design courses to include specific instruction, simulation, and testing in the latest Unigraphics mode. As a result, the college trained more than 500 area residents in the state-of-the-art computer software program, and has also given instruction to hundreds of others from around the country and around the world.

By matching its educational programs to industry needs, in this case a call by the auto industry for engineers and design technicians, MCC is establishing its campus as a leading learning center for students throughout the nation. The result of a program such as the Unigraphics training is that Mott graduates are now more likely to step out of those caps and gowns right into waiting jobs. In the last decade, Mott graduated more than 1,600 from apprenticeship programs.

It is clear that Mott is tied to the Flint economy in other positive ways. Each year Mott spends more than $10 million in contracts with local vendors for everything from "construction and banking services to cleaning supplies and light bulbs." MCC is a major area employer with 1,382 full-time, part-time, and student employees having an annual payroll of $24 million, much of which is spent in the community for housing, food, clothing, cars, utilities, entertainment, and personal and professional services of all kinds. Add to this the $7.3 million in financial aid that students received last year, much of which finds its way into Flint, and the $1,150,739 in state, federal, and other grants Mott brought to Genesee County, and it is clear that the college itself is pumping millions into the local economy.

Honor Roll Facts in Brief

INSTITUTION:
Charles S. Mott Community College

LOCATION:
1401 East Court Street
Flint, MI 48503-2089
(810) 762-0200

ESTABLISHED:
1923

ENROLLMENT:
9,754

DEGREE OFFERINGS:
Two-Year Associate Degree

TUITION:
$2,152 Annual Undergrad Tuition and Fees
$56.^{50} per credit hour (in district)

NUMBER OF FACULTY:
156 full-time
254 part-time

SPECIAL PROGRAMS:
Occupational, 2-year Bachelor's Creditable
Dental Hygiene, Dental Assisting
Culinary Arts
Para-Legal Assistant

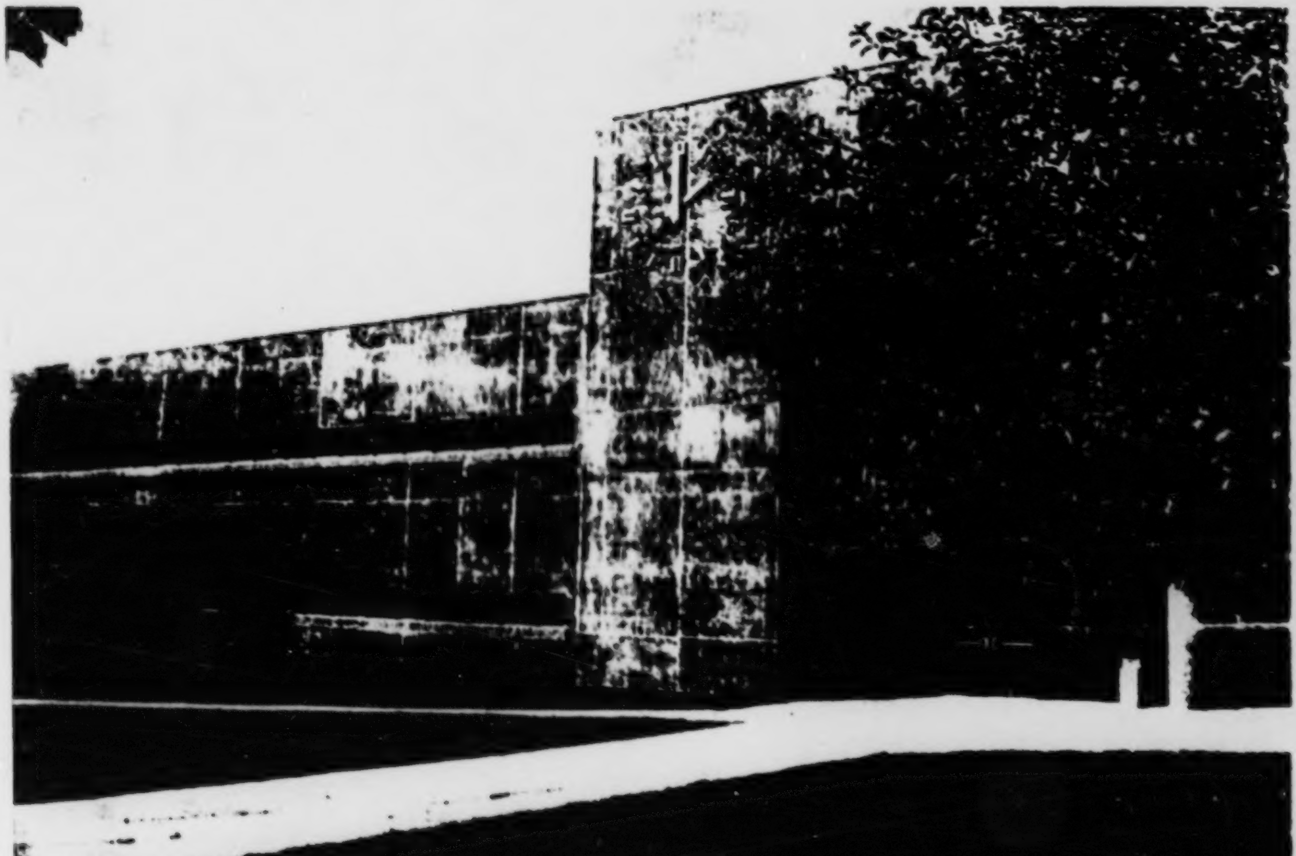
Mott Community College opened it doors in 1923 as Flint Junior College, governed by the Flint Board of Education and using classrooms in Central High School. It moved to the site of Oak Grove Sanitarium from 1933 to 1955, then relocated to its present site, which was in 1969 named Genesee Community College.

The institution was renamed Charles Stewart Mott Community College following the death of Mott, a college trustee and director of the General Motors Corporation, the founder of the Mott Foundation, and three-time mayor of Flint. It was Mott who donated land from his estate for the college campus and the Mott Foundation that provided financial support for most of the college buildings. It was also Mott's philosophy that shaped community-based education in Genesee County and caught on at other institutions that sprung up across the nation. Recently, MCC rededicated itself to the basic tenets of the community college philosophy.

Now more than 16,000 students attend courses and programs on MCC's main campus, its Downtown Campus, and at extension sites in Genesee, Lapeer, Shiawassee, and Tuscola counties. This number includes all non-candidate-for-degree students. Of the more than 9,000 students enrolled at Mott in 1996 as matriculated students seeking a degree, at least 20 percent were minority students–1,427 African Americans, 195 Hispanics, and 133 Native Americans among them.

If a motion picture is made about Flint and Mott Community College, it will be a more hopeful film than *Roger and Me*, one with a happy ending for the countless students and workers who are invigorating the Flint economy.

Unigraphics is a computerized, three-dimensional design program that has become essential to the auto industry as well as to other manufacturing businesses. In partnership with the Michigan Jobs Commission and GM/UAW's Joint Training Fund, MCC restructured its design courses to include specific instruction, simulation, and testing in the latest Unigraphics mode. As a result, the college trained more than 500 area residents in the state-of-the-art computer software program, and has also given instruction to hundreds of others from around the country and around the world.



Curtice Building, Mott Community College campus, Flint, Michigan

NMSU Chemists Take Aim at Air Pollution

University Project Seeks Low Cost Solution

Brick ovens like this one in Juárez, Mexico, are ranked as major contributors to pollution along the El Paso-Juárez border.

A NEW MEXICO STATE UNIVERSITY CHEMISTRY TEAM AIMS TO REDUCE AIR POLLUTION FROM BRICK OVEN FIRES IN JUÁREZ USING CHEAP AND AVAILABLE MATERIALS–SIMPLY, CLAY AND WATER.

Robert Marquez, a graduate student of chemistry at NMSU, says the brickmakers "are not going to take anti-pollutant measures if they're going to be painful. We have to work with what is already here–the ground, the sun, the water–and not devise expensive and complicated technology to clean the environment."

Marquez is one of a trio this summer to build an experimental, cleaner-burning brick oven in a Mexican colonia, one of the many squatter neighborhoods built along Juárez landfills. Antonio Lara, NMSU assistant professor of chemistry, received a $3,500 grant from the El Paso Community Foundation and a private health and community development organization named FEMAP (Federación Mexicana de Asociaciones Privadas de Salud y Desarrollo Comunitario) for the project, which also involved graduate student Alba Corral.

Lara said that once perfected, the research could be applied in industry to improve air quality: "The beauty of the idea lies in its simplicity."

Juárez has about 400 brick ovens, which are ranked as the third largest contributor, after traffic and industry, to pollution along the El Paso-Juárez border, according to FEMAP. Most bricks are produced in backyard operations rather than factories here. To heat the ovens that bake brick, the people burn any available combustible materials–wood pallets, tires, or other wastes. Juárez has outlawed the burning of tires, Lara said, but most officials will agree that the practice will continue in secret as long as the poor brickmakers are desperate for inexpensive fuel. For the past several months, they have been required to burn sawdust, which is purchased from lumber mills around the city.

About a decade ago, FEMAP and Los Alamos National Laboratory created a school in Juárez to study ways in which brickmakers could eliminate pollution and improve the brick-making process. Natural gas was the answer, said Marquez, who worked briefly as a student researcher for the laboratory. Natural gas burned cleaner but was more expensive. When the peso devaluated in 1995, the brickmakers returned to burning trash.

The NMSU oven attempts to clean the majority of air pollutants from burning, assuming that brickmakers will continue using the cheapest

Robert Marquez, foreground; Alba Corral, left; and Antonio Lara, center

MAKING BRICKS FROM SWEAT, SOIL, AND SOOT

"They say when the smoke moves near you, it means you're pretty," said Alba Corral, turning to avoid it.

On a spring day in Juárez Colonia 68, the smoke is thick, as usual. Music blares loudly from a nearby factory into the colonia, where the only people around this afternoon are women, children, and the brickmakers. The smoke from making bricks follows a girl coming home from school, wafts near three little children next door who sing to the factory music, and trails across the muddy path to a woman who washes clothes outside her cardboard house.

Corral, along with NMSU colleagues Antonio Lara and Robert Marquez, asks questions of brickmakers José Contreras, 40, and Teodoro Molina, 68, as they feed an oven fire with a mound of sawdust. The oven is about eight feet underground, and the men below appear buried as they feed the fire.

Contreras began this work when he was seven years old and prefers it to punching in hourly at the maquiladoras, the foreign-owned factories located mostly in the border areas of Mexico.

Molina, who has worked at the brick ovens for 30 years, says there are few jobs for an old man. Sawdust is the only new thing, and he doesn't like it as well as other faster- and hotter-burning trash like tires. But when tires and plastics are used to raise the temperature, he describes the air as "repugnant."

fuel available. It sends its noxious fumes through a pipe from its hood to a hole in the ground. Most of the soot will become trapped in the dirt and clays. Another pipe travels into the hood of a neighboring oven and empties most of its remaining emissions there. Only one oven will be burning at a time. They then take turns sending emissions from one direction to the other, Marquez said.

The polluted clays eventually will be used to make more bricks, and tests have shown no difference in strength in these new blackened "soot bricks," Marquez said.

"What a lab we have," sighed Marquez, who travels to Juárez weekly to conduct experiments. "We've got burning tires, ugly smoke. You would never be able to model this in the U.S. lab and not break environmental codes."

The team has a deep commitment to the project. Corral, whose home is Chihuahua, Mexico, said: "I want to help with the problems of my country. This project is a special opportunity for me." Lara, a native of Berino, N.M., has watched smog in the El Paso-Juárez area grow along with the region's burgeoning population.

"Pollution doesn't respect international borders. It's not a Juárez problem; it's a world problem," Lara said.

This article appears courtesy of New Mexico State University

Juárez has about 400 brick ovens, which are ranked as the third largest contributor, after traffic and industry, to pollution along the El Paso-Juárez border, according to FEMAP.

Missionary Zeal

for Multilingual Justice

BY
PATRICK HARWOOD

"THE BABY IS LEARNING TO WALK!" says Virginia Benmaman of her infant graduate program in Bilingual Legal Interpreting. "And I'm a single parent," she adds with a laugh.

But what a proud parent she is. Interviewed at the state-of-the-art interpreting facility, Benmaman had a rare chance to review all that has happened with the program over the past few years. "I've just been too busy to reflect on the accomplishments," she said. "But I know we wouldn't be where we are without the overwhelming institutional support and some key outside funding assistance."

The University of Charleston's Master of Arts in Bilingual Legal Interpreting is the only interpreting degree program of its kind in North America. The classes take place in an impressive and attractive center that Benmaman herself helped design to meet international standards for interpreting facilities. In March, the facility was officially dedicated and named the Nelson Mullins Riley & Scarborough L.L.P. Bilingual Legal Interpreting Facility, after the South Carolina law firm that provides major financial support for the fledgling program.

All booths, headphones, microphones, and televisions mounted on the walls allow for simultaneous and consecutive interpreting exercises that the professor can direct and monitor from a high-tech podium at the front of the large room.

AN "ACUTE AND GROWING" NEED

"The need for legal interpreters is acute and growing," said U.S. Sen. Ernest Hollings (D-S.C.) in 1994 when he announced the State Justice Institute grant to the University of Charleston, S.C., for its proposed interpreting program.

This need is due to the ever-increasing number of immigrants, particulary Hispanics, who, legal or otherwise, are coming to America. U.S. court systems, especially those in California, Florida, the Southwest, and Northeast, are struggling with a surge in cases involving "lingustic minorities." In 1994, state and municipal courts held nearly 1.5 million interpreted proceedings. In federal courts, from 1989-92, the number of interpreted proceedings tripled to 77,000, and in 1996, reached 102,000.

At stake are the U.S. Constitution's guarantees of due process and equal protection under the law for all residents. "Without interpreters to translate complex legal testimony that's heard in court in various languages, equal access to justice is a hollow promise," said Sen. Hollings.

Dr. Virginia Benmaman directs the University of Charleston, S.C.'s graduate program in Bilingual Legal Interpreting

The need for a system to train and certify legal interpreters becomes even more apparent when you look at demographic projections that estimate the Hispanic population in the U.S. could top 40 million by the first decade of the 21st century, and an Asian population here of 12 million.

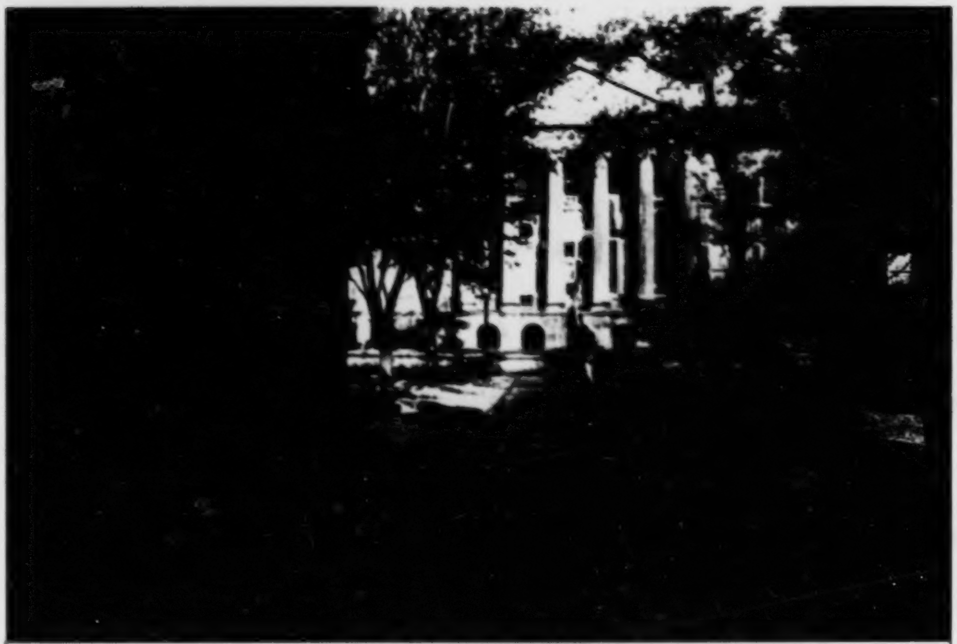
WHY CHARLESTON?

Charleston, S.C., and the surrounding region, called the Lowcounty, with but small Hispanic populations, might strike some as an unusual location for a graduate degree program focusing on English/Spanish legal interpretation.

"It recognizes our larger commitment to the nation, and our orientation towards good programs and courses that address social and economic needs," says Wayne Patterson, Charleston's dean of graduates studies. "And there was a fortunate combination of circumstances that came together with Ginny (Benmaman), the funding from the State Justice Institute, and the private funding from Nelson Mullins."

The new program also fits with school President Alex Sanders' goal of making the campus and curriculum more international and multicultural.

"I do get that question," says Benmaman. "Why Charleston, and not Miami, Los Angeles, or New York, for a program like this? The answer is that there are very few academics who have positions in higher education who are also involved in interpreting. To start such an academic program, you really need someone with both backgrounds."



The University of Charleston received a State Justice Institute grant for its proposed interpreting program

That unique someone is Dr. Virgina "Ginny" Benmaman.

"FASCINATED WITH THE WHOLE PROCEDURE"

A Spanish professor at the University of Charleston since 1970, Benmaman's academic specialty had been in language teaching and in training students to be foreign language teachers. But her interests began to change in the late '70s when she started receiving more and more requests from local courts to perform interpretation for Spanish-speaking defendants.

"I became fascinated with the whole procedure," Benmaman says of her forays into the court system. "And I began to think about what is required of professional interpreting, what kind of training is needed."

What she found was that, other than a few certificate programs around the country, very little training–if any–is being given to people tasked with interpreting the U.S. judicial process for defendants who speak little or no English, and whose justice systems back home are radically different from ours.

"In the past, and still today in many courts, when a Spanish-speaking defendant is brought in, the person who ends up doing the interpreting is the cleaning lady, or a secretary who took a year or two of Spanish in high school or college, or maybe a relative of the defendant," says Benmaman.

Benmaman began to immerse herself in the field. She became a certified federal court interpreter. She has taught interpreting in New Jersey and Minnesota. She became active in professional interpreting organizations, including the Federal Court Interpreters Advisory Board. She has also written extensively on the subject. Benmaman is the senior author of *The Bilingual Dictionary of Criminal Justice Terms*, and she wrote *The Bilingual Handbook for Public Safety Professionals*, which is used by several Charleston County law enforcement agencies.

Very little training–if any–is being given to people tasked with interpreting the U.S. judicial process for defendants who speak little or no English, and whose justice systems back home are radically different from ours.

You might presume that another factor in Benmaman's interest in developing this program is that she herself is Hispanic or of HIspanic heritage. Not so. Her parents were German-educated Russians who lived in Iran for many years. The Doubchan family came to America in 1945. Young Ginny grew up on Long Island and was trilingual in Farsi, German, and English. But it was the Spanish language and culture "that always fascinated" her, she says.

While studying at the University of Madrid, she met her future husband, who is of Spanish Sephardic heritage. She spent three years in Venezuela. Her academic degrees are also a geography tour: B.S., University of Wisconsin; M.A., San Francisco State University; and Ph.D., University of South Carolina.

"A WHOLE NEW DIMENSION"

At a time when many professionals might be winding down their careers, Benmaman is excitedly initiating a whole new phase to hers. "She's really stepped out, taken charge, and taken on a new role," says Wayne Patterson, the graduate dean. "This program has given her a whole new dimension."

Benmaman admits to a "missionary zeal" in explaining and spreading awareness of the new program. She sees legal interpreting as an emerging profession in this country. "There is a body of theoretical knowledge, the underpinning of this profession, which requires advanced study.

"The interpreter must maintain a professional demeanor and distance, just as an attorney or physician has with a client or patient. However, the interpreter is not an advocate or a legal adviser and is not working for any side. The role of the interpreter is to facilitate the ability of both sides to communicate with each other."

MODEL PROGRAM

"Sorry we didn't think of it first," is the remark Benmaman heard recently from a colleague at the University of South Carolina. Benmaman and others close to the program, including the small band of first students, all feel they are part of something special. Benmaman sees the program as "a model in curriculum and facilities" that she says is attracting inquiries from court systems and other colleges alike.

According to the program's Web site (http://www.cofc.edu/~legalint/), "The state-of-the-art interpreting facility is furnished with several soundproof booths and video, audio, and intrepreting equipment that will offer students optimum conditions for developing their interpreting skills."

Students receive instruction from Benmaman and interpreting experts from other schools brought in for summer courses, which are the heart of the program. The course requirements are set up so that students from other parts of the country can take some classes, such as those dealing with U.S. laws and its legal systems, at other institutions. The core interpreting courses, though, must be taken in Charleston in two sets of summer sessions over the course of two years.

All booths, headphones, microphones, and televisions mounted on the walls allow for simultaneous and consecutive interpreting exercises that the professor can direct and monitor from a high-tech podium at the front of the large room. Students also spend time viewing and analyzing videotapes of actual court cases in which interpreters were used, such as the testimony during the O.J. Simpson criminal trial of reluctant witness Rosa Lopez, the Salvadoran maid who worked at a house near Simpson's. A large conference table sits in the middle of the facility allowing for informal discussions and more traditional lecturing.

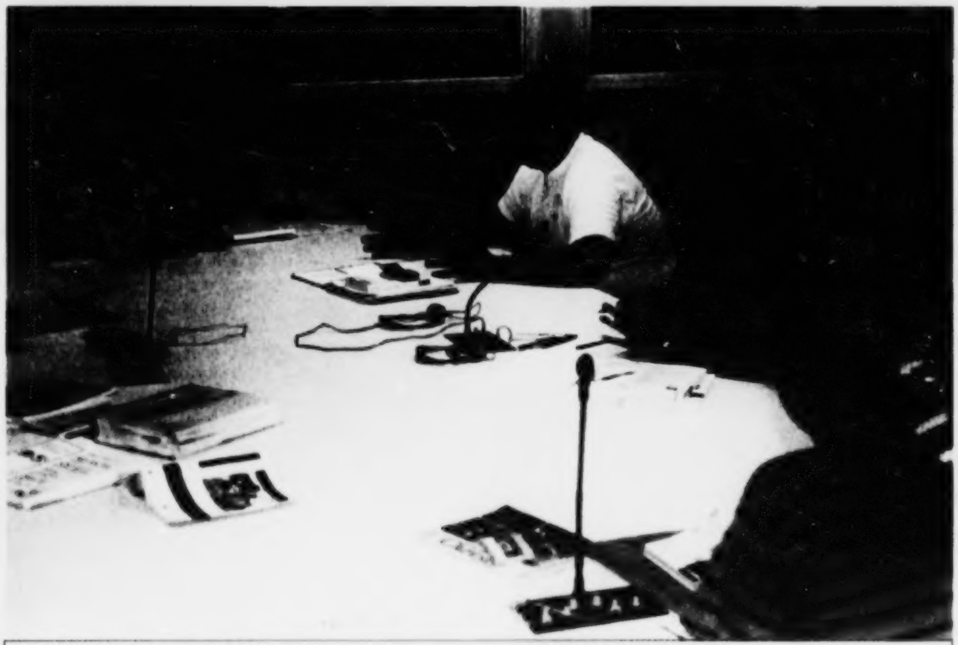
Benmaman plans to keep enrollment small and selective. "The maximum number should be limited to 20 students in order to keep the learning atmosphere intimate," she says.

For now, her goal for the program is "to see it running very smoothly." That does seem a logical next step now that "the baby is learning to walk."

INTERPRET THE FUTURE?

Ten or twenty years from now, Benmaman can see the program having explanded in different areas to meet different national needs. She says that there's a growing need for interpreters in medical settings, immigration hearings, social services, all areas of law enforcement, and in a multitude of international business companies. And she can envision an Asian language interpreting component being developed in the future at the University of Charleston.

For more information on the University of Charleston's Bilingual Legal Intepreting graduate program, please call the University of Charleston graduate studies office at (803) 953-5614, or check the program's website at http://www.cofc.educ/~legalint/



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OCTOBER 3, 1997 • $3.75 VOLUME 8 • NUMBER 3

THE HISPANIC Outlook IN HIGHER EDUCATION

PHOTOGRAPHS OF AGUSTÍN VÍCTOR CASASOLA

Hispanic Heritage Month

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

Internet: http://www.HispanicOutlook.com
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Cover Photograph: Agustin Victor Casasola

A CAPITOL VIEW

Immigration: Boon or Bane?

BY GUSTAVO A. MELLANDER

How ODD THAT IN OUR NATION OF IMMIGRANTS, IMMIGRATION CONTINUES TO BE SO CONTROVERSIAL. How ironic that this subject is controversial among the children and grandchildren of immigrants. But perhaps we should not be so surprised, for there is, I fear, a long history of bigoted resentment and discrimination against the newest of immigrants. Irish, Swedes, Chinese, and Italians, to name a few, have all had to overcome rejection and at times violence. As we approach the 21st century, matters haven't changed that much–just the cast of characters. Depending on whom you ask and where you are, the issue of immigration leads people to very different, often contradictory conclusions.

Of necessity, Washington has always been a key player in the national debate. It should be noted that the Clinton administration has poured more money and political capital into addressing the immigration issue than has any other administration in recent times. It has doubled the budget for the Immigration and Naturalization Service while most other government agencies have suffered substantial cuts. It has increased the number of Border Patrol agents by about 45 percent, and it deported 25,000 more undocumented immigrants in the 1996 fiscal year than it did four years ago. It has also weeded out abuse in the political asylum process.

In 1996, President Clinton signed a bill that imposed some of the toughest measures in decades against illegal immigrants. The administration's record illustrates the tensions between law and political pressures that have defined its position on nearly every immigration issue it has encountered. Given the realities of politics and its harsh consequences–including political implications in the states with large immigrant populations–Clinton has walked a fine line.

On the other side, champions of the Republican immigration changes have been led by Congressmen E. Clay Shaw, Jr. (R-Fla.), chairman of the Human Resources Subcommittee of the House Ways and Means Committee, and Rep. Lamar Smith (R-Texas) chairman of the House Judiciary Subcommittee on Immigration. They recently defended the GOP's plans to forestall the welfare payments to legal aliens. From 1982 to 1995, they noted, the number of aliens receiving SSI (supplemental security income) benefits increased by 500 percent, and by 1996, legal aliens received more than half the cash benefits from the SSI program for the elderly. Many immigrants, they argue, come to the United States specifically to benefit from our nation's liberal welfare laws. And further, whether they know it or not, American taxpayers provide $8 billion year in and year out for these benefits.

Shaw and Smith believe that their reform plans are necessary to check this growing entitlement program. Spared from their cuts were the disabled, the young, and the elderly. Nonetheless, under the GOP plan, only 60 percent of all non-citizen residents would continue to receive financial assistance. The other 40 percent, according to both Congressmen, comprises individuals who are healthy and fully capable of holding a steady job. Cutting off their benefits would save the government $3 billion. Their support, they contend, should come mainly from their relatives.

Once again, the specter of the lazy immigrant who takes more than he gives is raised. Long a part of Americana, it has played well in generations gone by. But is it accurate? Not according to the National Research Council (NRC). Immigrants, they find, are actually an economic boon to the overall economy.

In a new report published by NRC entitled *New Americans*, economist James P. Smith of the Rand Corporation states that immigration–legal and illegal–might add as much as $1 billion to the economy annually without hindering the employment opportunities of American citizens. According to Smith, "...the vast majority of Americans are enjoying a healthier economy as the result of the increased supply of labor and lower prices that result from immigration."

The Washington Post recently reported that New York city has been rejuvenated by scores of immigrants who work hard, pay taxes, and support the city's infrastructure and communities. In the 1970s and 1980s, as many as 100,000 New Yorkers fled the city for the suburbs. They were replaced by hard-working immigrants. In the 1990s–in fact, every year this decade–the city has absorbed an average 113,000 immigrants, who have helped neighborhoods avoid social, cultural, and economic decay. Mayor Rudolph Giuliani has stated, "This city is the great example of why immigration can be an extremely positive thing for America."

Immigrants, rather than taking more than they give, are in many cases exploited by private enterprises as well as by public agencies. Urban communities look upon them as a docile, cheap source of labor, unwilling to cause problems or complain about economic or social hardships. Immigrants, particularly Hispanic Americans, often endure low wages and abuse. Mike Curtis, an anthropologist at John Jay College of Criminal Justice, calls this a "paradox": "I see Latino neighborhoods that have definitely gotten poorer, where there is a doubling and tripling up of families in houses, where they can't afford to buy food, but we have not really seen an increase in crime."

Likewise in education. Hispanic children often attend overcrowded, under-equipped schools. Last year in New York city, there were 91,000 more students than seats in the city's schools. The schools absorb 20,000 new students a year, many of whom are children of immigrants. And they are more tolerant of these conditions. They often lack English skills, which inhibits them from voicing their opinions. But after a while, the public education system itself is so overwhelmingly negative that many parents simply choose to avoid it. It will be impossible to increase the number of Hispanic students in higher education until their elementary and secondary schools are vastly improved.

Helpful or hurtful, boon or bane, asset or liability? Discussions inside Washington–in the federal legislature and in think tanks–often frame the immigration debate in stark, contrasting polarities. Seeing the issue with a human face, however, allows us to realize that while some immigrants might deliberately exploit social programs, most strive to do their best and to see their dreams realized. That is why they left their homelands and accepted harsh changes of lifestyle, language, and culture. It is not easy to make that transition. And among Hispanics, immigrants invariably are family-oriented, hoping to make it in America so that their children can secure a good education and have a better life.

> ***In a new report published by NRC entitled*** **New Americans,** ***economist James P. Smith of the Rand Corporation states that immigration–legal and illegal–might add as much as $1 billion to the economy annually without hindering the employment opportunities of American citizens. According to Smith, "...the vast majority of Americans are enjoying a healthier economy as the result of the increased supply of labor and lower prices that result from immigration."***

Dr. Mellander is a professor at George Mason University.

Hispanic Division: Library of Congress

Housing 2,000,000 Publications

BY
INES PINTO ALICEA

The division is a center for study of the cultures and societies of the Iberian Peninsula, Latin America, and the Caribbean, and other areas where Spanish and Portuguese influence have been significant, such as the United States and the Philippines.

In 1815, AFTER YEARS OF PUBLIC SERVICE, A MONEYLESS THOMAS JEFFERSON SOLD 6,000 OF HIS BOOKS TO CONGRESS TO RAISE SOME CASH FOR HIMSELF AND TO START A LIBRARY IN WASHINGTON THAT WOULD SERVE AS A REPOSITORY FOR ALL OF THE IMPORTANT BOOKS AND DOCUMENTS OF THE NATION.

That library became known as the Library of Congress and is the biggest library in the world, housing more than 111 million materials, including books, maps, records, CD-ROMS, video and audiotapes, pamphlets, movies, atlases and historical documents such as the *Gutenberg Bible*, the 16th century *Codex* (a book of privileges granted to Columbus), a 1547 Mexican treatise on the native languages, and a 1542 letter written by Hernán Cortés to Charles V, recommending that the Indians of Mexico be put under the protection of the crown. Among the original books that Jefferson sold to Congress were 200 books in Spanish or on Latin America, Portugal, and Spain, holdings that helped launch an important division of the Library of Congress–the Hispanic Division.

"Thomas Jefferson was such a lover of the Hispanic world that once when he traveled overseas, he bought two copies of a book called *Reales Comentarios* because he feared one would become damaged during his trip home," said Barbara Tenenbaum, a specialist on Mexican culture at the Hispanic Division. "He then wrote letters to people all over the country trying to find a place where his books would be safely stored."

His interest in Latin America was evident in many of his writings. For example, in 1809, Jefferson wrote: "Mexico is one of the most interesting countries of our hemisphere, and merits our attention." In 1820, he said, "I should rejoice to see the fleets of Brazil and the United States riding together as brethren of the same family and pursuing the same object."

It would take nearly 125 years before anything was done with the collection of books in Spanish and about Latin America, Portugal, and Spain that Jefferson had sold. Finally, in 1939, with generous financial support and encouragement from philanthropist Archer M. Huntington, a noted Hispanist and former president of the Hispanic Society of America, the Library established the Hispanic Division, which houses more than two million books and magazines. The Hispanic Division is located in the Thomas Jefferson Building, the oldest of the library's three buildings and the one that is the centerpiece of the library's Centennial celebration this year. It is the only division in the library founded through private philanthropy rather than Congressional funding.

"The [Hispanic Division] has never had the exposure that it deserves," said Angela Zavala, a fan of the Hispanic Division and chair of the division's Friends of the Library committee. "But as the Latino community grows, the Hispanic Division will grow immensely."

The division is a center for study of the cultures and societies of the Iberian Peninsula, Latin America, and the Caribbean, and other areas where Spanish and Portuguese influence have been significant, such as the United States and the Philippines. Study can be done of all periods from Columbian times to the present. The library also is a repository of related documents, books, magazines, selected scholarly journals, newsletters, films, and Latin American, U.S. Hispanic, Spanish, and Portuguese newspapers and recordings "of research value and worth keeping for posterity," said Georgette Magassy Dorn, chief of the Hispanic Division.

"It is a great honor for people from around the world to be included in the Library of Congress catalog," said Magassy Dorn.

Even today funding remains a challenge for the Hispanic Division. The federal government consistently has reduced its share of funds for the library's budget, forcing library officials to freeze hiring, to avoid filling vacant positions, and to turn to the private sector for help. The private sector has helped in different ways. Many of the division's holdings, particularly books, have been donated, often by the authors themselves; and some companies have funded internships so that the library could get the additional employees needed.

"We operate on a lot of good will," said Tenenbaum, who also serves as editor of the *Encyclopedia of Latin American History and Culture*. "A lot of people come to work here for free. Because we are so understaffed, that's how we survive."

Despite the financial challenges, the division has gained a reputation for excellence. Visitors from all over the world tour and use the division when they are in Washington, among them ambassadors, lawmakers, and even King Juan Carlos of Spain. "It is a great place to work because every day is different," said Tenenbaum. "People from other countries will come in and say, 'We can't get this at home.'"

The primary role of the Hispanic Division is to develop further the Spanish, Portuguese, and Caribbean collections, to facilitate their use, and to explain and interpret them through published guides, bibliographies and studies. Since its establishment, the division has endeavored to develop and publish, at times through cooperative programs with other institutions, some of the more important basic research tools in the field. Among its better-known publications are *Hispanic Americans in Congress 1822-1995*, a biography of all the Hispanic members of Congress, and the *Handbook of Latin American Studies*, a reference guide and bibliography of books and documents related to Latin America, Portugal, and Spain.

Mrs. Angela Zavala, chair, Division's Friends of the Library Committee

As a study center, the division works to improve communication among scholars interested in Spanish, Portuguese, Caribbean, and Latin American affairs.

Zavala said that when she arrived in the United States from her native Argentina in 1982, she began doing research in the Hispanic Division to determine what type of business she would launch. She decided to develop a book that would serve as a resource directory for and about U.S. Latinos, a book that is now in its 11th edition–the wildly popular *Hispanic Yearbook*.

"My company was **born** in that division," Zavala said. "Whenever I haven't been able to find information that I am seeking, they find it. It's a wonderful resource."

The Hispanic Division has many offerings. It maintains a collection of political and historical pamphlets relating to the Iberian Peninsula and Latin America for the 1900-1940 period, and another collection of more recent political pamphlets dealing primarily with Latin America and the Caribbean. Other materials relating to Spanish, Portuguese, or multilingual Caribbean societies include manuscripts, government publications, newspapers, periodicals, legal materials, maps, prints and photographs, films, and music. The Library of Congress has long pursued the policy of obtaining complete sets of official gazettes, debates of parliamentary bodies, and all other significant official publications of national agencies, as well as selected provincial or state imprints. As a result, its collection of official Latin American documents is among the strongest in the world.

Ancient texts dating back from the 15th Century and the earliest laws of Spain are among the documents that can be found in this part of the library.

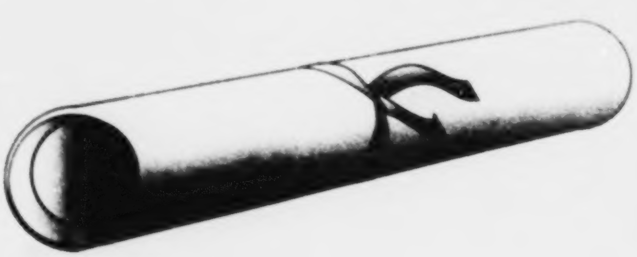
The Archive of Hispanic Literature on Tape maintains the voice and video recordings of selections of the writings of contemporary poets and prose writers from the United States, Latin America, the Spanish-speaking and non-Spanish speaking Caribbean, Spain, and Portugal. Recorded to date are some 620 authors; among them are several Nobel Laureates, including Gabriela Mistral and Pablo Neruda, both from Chile; Juan Ramón Jiménez, Vicente Aleixandre, and Camilo José Cela, all from Spain; Miguel Angel Asturias from Guatemala; and Gabriel García Márquez from Colombia. Other authors include Jorge Luis Borges, Mario Vargas Llosa, Carlos Fuentes, Nélida Piñón, and Isabel Allende.

The archive includes as well readings by many U.S. Latino authors, including Rudolfo Anaya, Denise Chávez, Rosario Ferré, and Roberto Valero. The book, *The Archive of Hispanic Literature on Tape: A Descriptive Guide*, provides information on the first 232 authors who recorded for the archive. Researchers may listen to the recordings of the authors in the Hispanic Reading Room.

"There has been an explosion of (U.S.) Latino literature," Magassy Dorn said. "Latino literature published in the United States has become popular in other parts of the world. Latino literature is a genre of its own, and Latinas are emerging as a force within that genre."

The Hispanic Reading Room, which is staffed by reference librarians who orient and assist researchers, has computer terminals, a reference collection, and various pamphlet files and study facilities. The library is online, and the Hispanic Division's home page address is (http://lcweb.loc.gov/rr/hisp).

The Honor Roll



In the Winner's Circle

California State Polytechnic University-Pomona

BY ROGER DEITZ

Bob H. Suzuki President
Cal State Poly Pomona

By OUR BEST RECKONING, NOT MANY ACADEMIC INSTITUTIONS BEGAN THEIR DAYS AS A HORSE RANCH, BUT CALIFORNIA STATE POLYTECHNIC UNIVERSITY AT POMONA DID. Then it grew into a distinguished university with more than 16,803 students and 2,200 faculty and staff members. The story is not merely how the school began or how big it grew; the story is the effort that keeps minority students in close contact with faculty and staff so that the students don't get lost in the ebb and flow of life on a large campus. That is why this issue's Honor Roll recipient, Cal State Poly-Pomona, is a horse of a different color!

First, the horses. W. K. Kellogg, the breakfast cereal entrepreneur famous for his corn flakes, indulged his lifelong passion for Arabian horses by purchasing and developing 377 acres of land into a world-renowned Arabian Horse Ranch. It is said that he chose the actual location for the ranch by the flip of a coin. The first buildings erected were horse stables, which remain on campus, now renamed the Union Plaza. Kellogg affectionately called this hacienda-style horse dormitory his "Arabian Palace." On May 17, 1932, Kellogg donated his ranch, including 87 prized horses, to the University of California–with one stipulation. In return for his generosity, the University was to care for the Arabian horses and to keep up the Sunday horse shows that began in 1927. These gatherings drew thousands of people for many years, including some of Hollywood's most recognized luminaries. Recently, a generous $2,059,000 grant from The W.K. Kellogg Foundation of Battle Creek, Mich., was bestowed on the school to help restore, renovate, and expand the use of the original Kellogg home, now called University House.

The legacy of Kellogg's Arabian horse ranch, and of 150 acres of land purchased by Charles B. Voorhis and dedicated for the study of agriculture, contributed to the agrarian personality of Cal State Poly-Pomona. These gifts imparted an agricultural tradition that even today helps define this polytechnic institution. In 1961 the California State Legislature authorized the school as a polytechnic college intended to emphasize ". . . the applied fields of agriculture, engineering, business, home economics, and other occupational and professional fields."

Now, on this great campus of 1,400 acres and more than 60 buildings, minority science students are getting the best of both worlds in an award-winning program. They enjoy all the resources of a large school. They experience the pastoral legacy of the old horse ranch. **And** they receive one-to-one attention. On campus in the fall of 1995 were 2,485 Mexican American/Chicano, 271 Central American, 184 South American, 62 Cuban, 42 Puerto Rican, and 260 "other" Hispanic students. Plus 613 African-American and 98 Native American students.

The award-winning innovation that endeavors to keep minority science students in touch with their College of Science mentors is SEES–the school's Science Educational Enhancement Services program. SEES at Cal State Poly-Pomona is for Hispanic, Black, and American Indian students majoring in any department in the College of Science. Dr. Paul Hiemenz, SEES coordinator, notes that 200 of the 250 members of SEES are Hispanic. SEES was established in 1987 and recognized in 1990 as the Outstanding Institutional Advising Program by the National Academic Advising Association. Hiemenz was named Outstanding Advisor for his development and coordination activities.

Hiemenz says, "The thing I am **most** proud of is the accomplishment of our graduates and the level of participation of our students in special summer initiatives, such as research programs. In the case of the premeds, there are a number of preparation courses. SEES students have really excelled in this regard." Hiemenz says the SEES faculty get acquainted with the students as they mentor them, encouraging them to find out where they are headed. He stresses that the mentors get to know the students well and often call to their attention special opportunities that relate to their career goals.

"One of the things we try to do in my program," he says, "is to create among the underrepresented science majors a little bit of the climate that might exist in a small liberal arts college where everybody is looking out for one another, where everyone knows where people are headed. For a large state institution, we have created quite a special climate."

Hiemenz says that the students themselves refer to the program as the "SEES family." More than 30 faculty members from departments in the College of Science serve as SEES advisors. Every student has an advisor in the home department who is dedicated to working with the student.

"Students often complain that they might go through their entire student career at a large university without ever seeing an advisor. That is not the case for the students in this program," says Hiemenz. "We have created a caring environment in which we see to it that students **have** advisors and **meet** with their advisors."

SEES students will also benefit from another major science funding source. Cal State Poly-Pomona's College of Science was recently awarded a $2.4 million grant distributed by MBRS, the Minority Biomedical Research Support program, a division of the National Institutes of Health. The grant will fund a wide range of research projects, among them, the study of muscle function, research on the avocado, and research of "metabolic enzyme plasticity in the Hippocampus"...yes, that's the horse, for those of you who are trailing the horse story. Most of the African American, Hispanic, Native American, and Pacific Islander students participating in the MBRS program will be recruited by SEES.

"The resources provided by the MBRS Program will greatly expand the research capability of Cal Poly Pomona," asserts university President Bob H. Suzuki. "This award acknowledges and enhances the outstanding work that our SEES program has been doing in the

Honor Roll Facts in Brief

INSTITUTION:
California State Polytechnic University–Pomona

LOCATION:
3801 W. Temple Avenue
Pomona, CA 91768
(909) 869-POLY

ESTABLISHED:
1938

ENROLLMENT:
16,803

DEGREE OFFERINGS:
Bachelor's
Master's

TUITION:
$1,918 (in-state; includes fees)

NUMBER OF FACULTY:
650 full-time
300 part-time

SPECIAL PROGRAMS:
Biotechnology
Equine Sciences
Apparel Technology
Engineering and Engineering Technology
Business Administration

INTERNET (Website) ADDRESS:
www.csupomona.edu

area of expanding the opportunities of higher education to underrepresented minorities, while involving and supporting students and faculty in scientific research projects that have great merit."

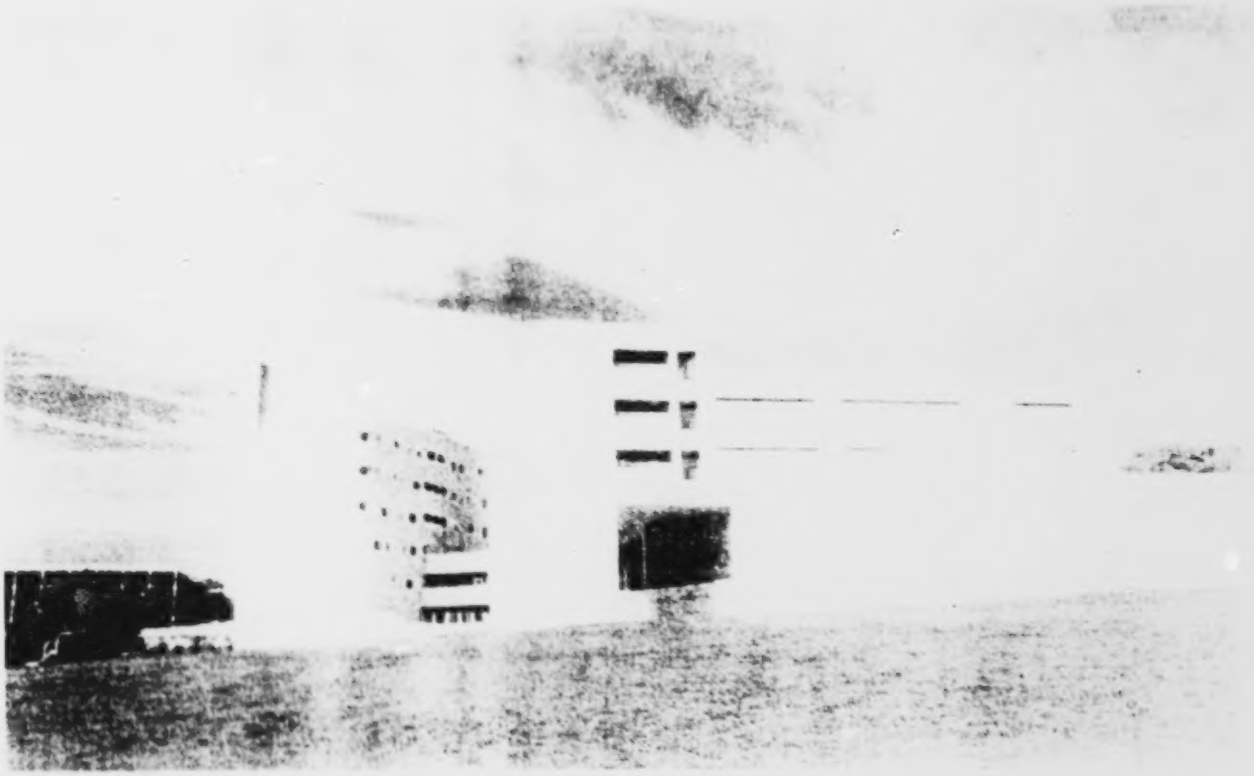
Also in place to help Hispanic students is the César E. Chávez Center for Higher Education. Ernesto G. Rodriguez, the center's coordinator, states, "Our primary focus is to serve the Chicano, Latino, and Hispanic community on campus. We act as a center of information and focus. We are a great support unit for our students. If our students have problems, they can come to us and ask us questions and find the answers.

"The problem in a big university is that the services a large school offers are very scattered. To a student who has never been here before, those services are hard to find. The students might be intimidated by the people in the offices. We make it very friendly for students to come in to ask questions about everything.

"We also conduct a special ceremony for the students when they graduate in addition to the regular commencement. It is very family and culture oriented. The students have a chance to thank everyone who helped them, from their parents, their teachers–anyone at the ceremony. They serve as role models for the young children who are present to continue to higher education."

It is clear that the special attention given to the needs of minority students at Cal State Poly-Pomona help to make it special. You might even call it a thoroughbred among academic institutions.

> ***"The problem in a big university is that the services a large school offers are very scattered. To a student who has never been here before, those services are hard to find. We make it very friendly for students to come in to ask questions about everything."***
>
> ERNESTO G. RODRÍGUEZ, COORDINATOR,
>
> CÉSAR E. CHÁVEZ CENTER FOR HIGHER EDUCATION



Se Habla Español

Reclaiming Culture through Language

BY
MICHELLE ADAM

In THE "GOOD OLD DAYS," GRANDPARENTS WERE SLAPPED WITH RULERS FOR INDULGING IN IT. Their children were fined for using it. Today's younger generation largely lives without it, but a few are giving it a try.

The "it" of which I write is the Spanish language of our ancestors. Particularly in New Mexico, home to the largest and oldest population of Hispanics in the country, efforts are under way to discover and reclaim what was once theirs.

Enrique Lamadrid, associate professor of Spanish at the University of New Mexico (UNM), describes it as "a massive reconstruction." He sees it as "repairing all the damage of a heritage of subordination and denigration."

Although generations of New Mexicans have spoken Spanish since the first Spanish settlement here in 1598, Hispanic culture and language were frowned upon after New Mexico gained statehood in 1912. According to *The Hispanic American Almanac*, between 1900 and 1930, Hispanics began attending United States public schools, where they experienced attacks on their culture. As cited in the almanac, "linguistic intolerance was reflected in the English-only policies and anti-Spanish practices found in most public school systems throughout the country... Many a Hispanic child was punished simply for speaking Spanish at school or in the classroom."

Enrique Lamadrid, associate professor of Spanish at the University of New Mexico

Lamadrid, a native of northern New Mexico, recalls having had to pay a penny for every word of Spanish spoken in elementary school. And while his generation experienced psychological control over its language, his parents lived through more corporal punishment in the schools.

"In my generation, it was clear we were not to use a word of Spanish in the school buildings... It was something to be rid of ...to be stamped out," he says. These efforts to erase the Spanish language were merely part of a larger attempt by the United States to distance Hispanics from their Mexican roots and pride, says Lamadrid.

The attempts at acculturation have worked, explains Lamadrid, now that many parents have been afraid to pass Spanish on to their children; many New Mexicans are ashamed to be associated with Mexico as well, he adds. UNM anthropologist and General Honors Professor Michael Thomas, who works with Lamadrid on "reconstructing" this culture loss, says many parents have attempted to protect their children from the same humiliation that they experienced. "Their parents and grandparents were ashamed for speaking Spanish, while Hispanic students today carry a lot of shame for not knowing Spanish."

Thomas and Lamadrid are running a now 18-year-old program at UNM called "Conexiones" in an attempt to reintroduce students to the culture and language they failed to learn growing up. More than 600 students have moved through this four-week summer program since its inception, traveling to their original homelands in Mexico and Spain and, for comparative study, to Puerto Rico, the other great U.S./Latino homeland. Students live with Spanish-speaking families, and, through language, literature, and history classes as well as personal interviews with natives in their respective countries, they become familiar with their roots.

"It's very powerful emotionally,

Lamadrid's class visited Puerto Rico as part of a Chicano-Riqueño curriculum

We've had students almost every year who have sought out relatives and found them in Mexico," says Thomas. "This has been sometimes in families that have denied their Mexican roots."

The students often experience unexpected culture shock when visiting Mexico and Spain, and become frustrated for not being able to speak Spanish as well as they would like. After having been brought up hearing Spanish spoken by their grandparents and parents, but speaking mostly English themselves, they feel ashamed. As Lamadrid describes it, most students have become "passive bilinguals."

Silvia María Sosa, a UNM graduate who went to Mexico through Conexiones '94, says that her parents tried protecting her from the prejudices they grew up with. Although both her parents were raised speaking Spanish, and then forced to speak English, when at home, they spoke only English to Sosa. "They didn't want to teach us. They didn't want us to be treated the way they were," says Sosa, adding that "times have changed."

Through Conexiones, Sosa became more familiar with her ancestry and learned to carry on conversations in Spanish with family members. "It was only after Conexiones that I could complete conversations with people," says Sosa. "It felt so good..." Learning Spanish among Anglos who often spoke it better than she did and among Mexicans who assumed she could speak fluently only made the process more difficult. "Before I started learning," says Sosa, "I had to let go of the anger towards society for treating my parents the way they did, and toward my parents for not teaching me Spanish."

Diane Villegas, a former UNM student as well, lived in Morelia, Mexico, for four weeks during last summer's Conexiones program. "I really wanted to find that cultural tie... the way we do things... the language that we share," she says. At first, Villegas was surprised at how much she **didn't** fit in. Only after several weeks did she start making associations between her life and the Mexican life through witnessing similar values, traditions, and aesthetics.

"It makes me feel like a lot stronger person, knowing what my background is. For the longest time, I had a piece of me missing," says Villegas. She is also proud to finally speak in Spanish with family members, completing her cultural proficiency.

In the last decade, Lamadrid has witnessed an increased enrollment of New Mexican students into Spanish classes. "There is much more demand than we are able to meet," he says. He attributes the change to friendlier Spanish language departments throughout the Southwest that recognize the need to value regional Spanish dialect. Whereas before, New Mexican Spanish was stigmatized for its "barbarismos" (archaic 17th-century phrasings and contemporary anglo-isms), Spanish departments are now recognizing the value of building upon the linguistic resources of the community, says Lamadrid. "Instead of feeling ridiculed, they feel comfortable coming into the department. They know there is a space where they can learn to appreciate their language," he says.

Throughout the country, students are also embracing bilingualism for purely economic reasons. Hispanics are no exception. As Lamadrid describes it, "People are professionalizing their Spanish... Many Chicanos and Anglos are realizing it's a very necessary asset... that it's very marketable."

According to The Hispanic American Almanac, *between 1900 and 1930, Hispanics began attending United States public schools, where... "linguistic intolerance was reflected in the English-only policies and anti-Spanish practices found in most systems throughout the country."*

An hour north of UNM, at Santa Fe Community College, Hispanic students are also taking Spanish classes to reclaim their culture, and to better market themselves for their future. Milissa Durán, a student at the college, can trace her family back 400 years in New Mexico. She was part of the first generation in her family to be raised without speaking Spanish. "I understood it, but I never spoke it," says Durán. Her mother was punished, as were so many others, for speaking Spanish in school, and chose not to teach Durán Spanish. "I always felt when I was younger that my parents and people older than me knew more about the culture because they spoke it," she says. "Language is a major part of our culture."

Durán has taken three classes at the community college and went to Spain this summer with Conexiones. And although she is debating between a career in engineering and in dental hygiene, she wants to continue improving her Spanish and to keep her culture alive. "A lot of people my age don't really care about our culture. I tell my friends, 'Don't be cutting down our culture,'" says the 20-year-old. "I don't know anyone my age who can speak a full sentence in Spanish." When Durán speaks in Spanish, she tells us, her grandmother breaks out in a smile.

Student Susan Salgado took a longer route toward learning the Spanish of her Mexican heritage. As with Durán, Salgado heard Spanish spoken in her home but always responded in English. Her grandparents spoke strictly Spanish, and since her parents were immigrants from Mexico, she was often given the label "wetback" by other New Mexicans. Not until Salgado was 24 and working as a medical eligibility interviewer in an Arizona hospital was she required to build her own Spanish skills. "I had to learn my language there," she says. Now a 37-year-old mother, she has taken three Spanish classes at the community college.

"I want to do it for myself, to know it for myself–because of my heritage," says Salgado. "My heritage is my pride. I can't be proud if I can't communicate with my ancestors."

Salgado is studying business administration and recognizes too the value of speaking Spanish in the world of commerce. But most of all, she wants to pass the Spanish language on to her daughter and not break the chain as it was broken in her own past.

Greg Ortíz, also a New Mexican Hispanic at Santa Fe Community College, finds himself, at 20, in the minority among others his age because he is studying Spanish. "I guess I'm one of the few," he says. "I know people who want to learn the language, but they don't take enough time."

The efforts to relearn Spanish are happening in pieces throughout New Mexico. Margo Chávez Charles, a Spanish teacher at Santa Fe Community College herself, had to learn her parents' language outside the home–even though her mother was a Spanish teacher! "We were punished for speaking Spanish on the playground," she recalls. Chávez describes teaching and speaking Spanish as "claiming something that belongs to you that you haven't been using."

Whereas speaking another language was considered "superfluous" and "fluff" while Chávez was growing up, today she sees a resurgence of interest in this area. "Young Hispanic people in my classes are very interested in knowing their language," said Chávez.

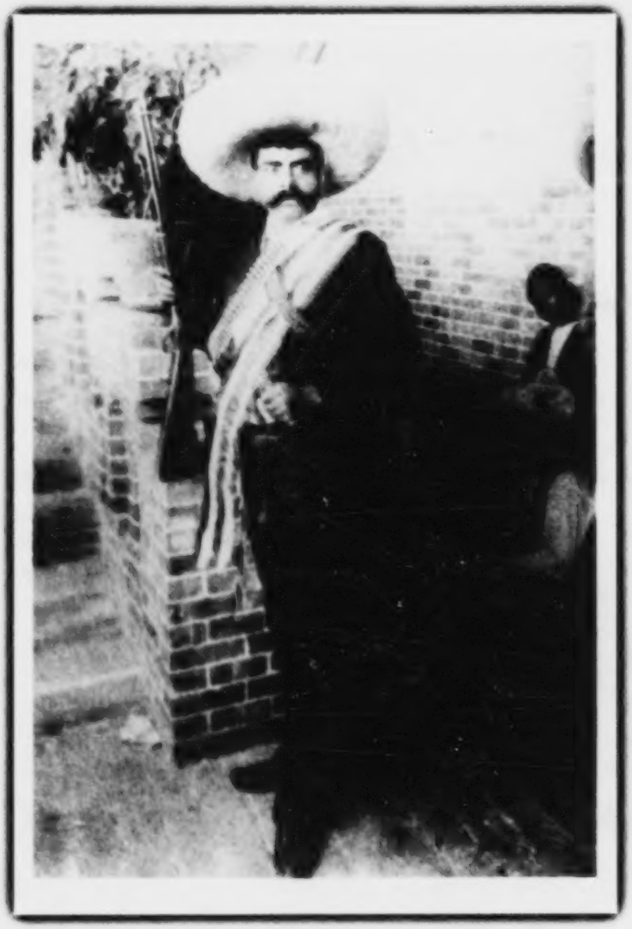
In Spain this summer, working through Conexiones, Chávez helped another 30 or so students search out their heritage, their roots, as she did, and, in so doing, begin to build an awareness of their complete selves. HO

The group at Guánica, where the US Marines invaded in 1898

Powerful and Poignant

The Photographs of Agustín Víctor Casasola

BY
KEN MCCONNELLOGUE



General Emiliano Zapata

GENERAL EMILIANO ZAPATA, ONE HAND HOLDING A RIFLE AND THE OTHER ON THE HANDLE OF HIS SWORD, HIS CHEST CRISS-CROSSED BY BANDOLEERS, GAZES CONFIDENTLY AT THE PHOTOGRAPHER.

Pancho Villa, normally accommodating, looks slightly irritated at the man he called "El Flaco," the "skinny one," who followed the peasant general everywhere and photographed him at every opportunity.

Mexican President Porfirio Díaz strikes a stiff, formal pose, his white hair and mustache complementing the rows of elaborate medals flowing down his chest.

Each is frozen in the act of becoming famous by Agustín Víctor Casasola, a newspaper photographer whose perspective and passion for his subjects and their times offers a window on the Mexican Revolution (1910-1917), one of the first great social revolutions of the 20th century. These photos and about 100 others are part of "Images of the Revolution," a unique exhibit on display in September in the Mari Michener Gallery in University of Northern Colorado's James A. Michener Library, and at the Museo De Las Américas in Denver October 16-31.

Casasola, who did for the Mexican Revolution what Matthew Brady did for the American Civil War, used a Kodak plate camera to photograph the famous and infamous, peasants and the privileged, generals and foot soldiers. He captured great battles, men facing firing squads, armies entering cities, and "soldaderas," the women who followed their men to war.

"Mexico was a nation on the move in the revolution, and Casasola's photographs project that kind of energy," said John Hart, professor of Mexican history at the University of Houston and author of *Revolutionary Mexico: The Coming and Process of the Mexican Revolution*. "I get the sense from looking at them that these were people who were trying to change the world."

Zapata and Villa certainly were. For more than three decades, Mexicans had chafed under the dictatorial rule of Díaz, whose 34-year reign brought economic progress by luring foreign investment and expanding railroads, mining, and plantations. But progress came at the expense of the Mexican people and national independence.

Workers were forced from land and livelihoods to haciendas, mining camps, and cities, where they worked long hours for low wages in unsafe conditions. In 1910, disenfranchised Mexicans rallied around presidential candidate Francisco Madero, who promised democracy and social justice. When Díaz refused to recognize Madero's subsequent election, the revolution began.

It ravaged Mexico for seven years, and propelled Villa, Zapata, and Venustiano Carranza to prominence, early graves, and eventually into the national consciousness. Although many issues remained unresolved when the fighting ended in 1917, the revolution broke the back of the oligarchy, brought about land reform, and ended Mexico's caste system, Hart said.

General Zapata, Pancho Villa, Porfirio Díaz–each frozen in the act of becoming famous by Casasola, a newspaper photographer whose perspective and passion offer a window on the Mexican revolution.

Casasola, who started his career as a reporter, traveled the country throughout the turmoil with the cumbersome camera and its fragile glass-plate negatives. But a silver iodide coating on the negatives made it possible for his photographs to be mass produced in *El Imparcial*, Mexico's most widely read newspaper of the time.

In her 1943 book, *The Wind That Swept Mexico*, historian Anita Brenner wrote that "it is fair to say that no revolution has ever been so thoroughly photographed" as the Mexican revolution. *New York Herald* correspondent W. A. Willis noted that "the place was lousy with free-lance photographers." Even John Reed, the revolutionary journalist covering the war for *Metropolitan Magazine*, tried his hand at photography.

But few had such a sense of history's unfolding as Casasola, whose background as a reporter gave him perspective that added to the power and poignancy of his photographs.

"He was trying to project glimpses of the times, what was really going on, and that betrays a tremendous consciousness," Hart says. "The photographs had a remarkably similar impact–there was a sense of romance about them.

"He was one of those people who seemed to have a broad grasp of things."

What is impressive about his work is not so much his classic photographs of Villa, Zapata, and the other men who steered revolutionary events, but of the ordinary people whose lives were turned upside down in the tide of events.

About one-third of the photographs in the exhibit are of the women of the revolution. In one photo, they peer out from behind campfires as they tend the horses of Federales, government troops. In another, women carry baskets of food as they walk alongside a line of Zapatistas on horseback. In one of the more famous photographs, a soldadera leans from the back of a train, looking desperately for someone further down the train.

"They look like people swept up by events," Hart says.

Another third of the exhibit is of famous people, and the remaining third is of armies and fighting. Casasola used his camera to paint a sweeping portrait of the conflict, and his work, like Brady's, tells a compelling story.

Casasola, in Hart's words, "captures the essence of things."

THE EXHIBIT

by Ken McConnellogue

Gilberto Martínez was skeptical about the vendor selling prints of Agustín Casasola's photographs in 1969 in Mexico City's Bazar del Sábado. But his curiosity resulted in an exhibit of the world of one of the foremost photojournalists of the 20th century, an exhibit that will never be replicated outside Mexico.

Martínez, an amateur photographer from Austin, Texas, knew the work of the famous photographer of the Mexican Revolution. But he didn't expect to find such high-quality prints in 1969 in market stalls surrounded by tattered hats, rusty rifles, and other suspect artifacts of the revolution.

It was only when the vendor introduced himself as Juan Manuel Casasola, the photographer's grandson, that Martínez knew the prints were genuine. The men struck up a friendship based on mutual respect for the historical and artistic significance of the prolific photographer's work.

"I mentioned to him that we wanted to do a photographic exhibit," Martínez said. "He agreed and said that ever since he remembered, no one had done a one-man show of Casasola."

When Martínez said that about 150 photographs would make a fine exhibit, Juan Manuel led him to "an abandoned-looking warehouse."

"He opened the doors and we went in, and I saw rows and rows of negatives," Martínez said. "He had been working for 16 years, putting them in chronological and subject-matter order."

There were about 600,000 glass-plate negatives, daguerreotypes and celluloid negatives in the warehouse. The two men, with help from Martínez's wife, Minerva, developed an outline for the exhibit. Over the next six years, Martínez began buying photographs Juan Manuel printed from the original glass-plate negatives.

"We got the last batch in 1975, and less than 90 days later Juan Manuel called me and told me that people from the Instituto Nacional de Antropología e Historia (National Institute of Anthropology and History) came late one afternoon, padlocked the warehouse, and sealed up the building."

The collection was declared a national treasure and carted off to the Museo de la Revolución Mexicana in Pachuca. Juan Manuel was paid "peanuts" for the collection, Martínez said. But the government had no control over the exhibit Martínez put together.

Juan Manuel died in 1984, but not before he saw his grandfather's work exhibited in some of the most prestigious museums and art galleries in the United States. The exhibit is shown an average of three to five times a year.

"I still get a tremendous kick from seeing the exhibit," Martínez said. "Every time we finish setting it up, it gives me a really proud feeling."

The Hispanic Society of America: A Crown Jewel

Art and Artifacts Grace Private Museum

BY
ALEX MORALES

HO *Executive Editor Marilyn Gilroy contributed to this article.*

PAINTINGS BY GOYA, EL GRECO, ROLDAN, AND SOROLLA. Hundreds of prints, sculptures, ceramics, and samples of Spanish architecture throughout the centuries. More than 200,000 books and manuscripts related to Spanish art, history, and literature. This is not a description of the Prado museum in Madrid but rather a profile of the holdings of the Hispanic Society of New York, an amazing collection of Spanish cultural heritage that is one of the best-kept secrets in the city.

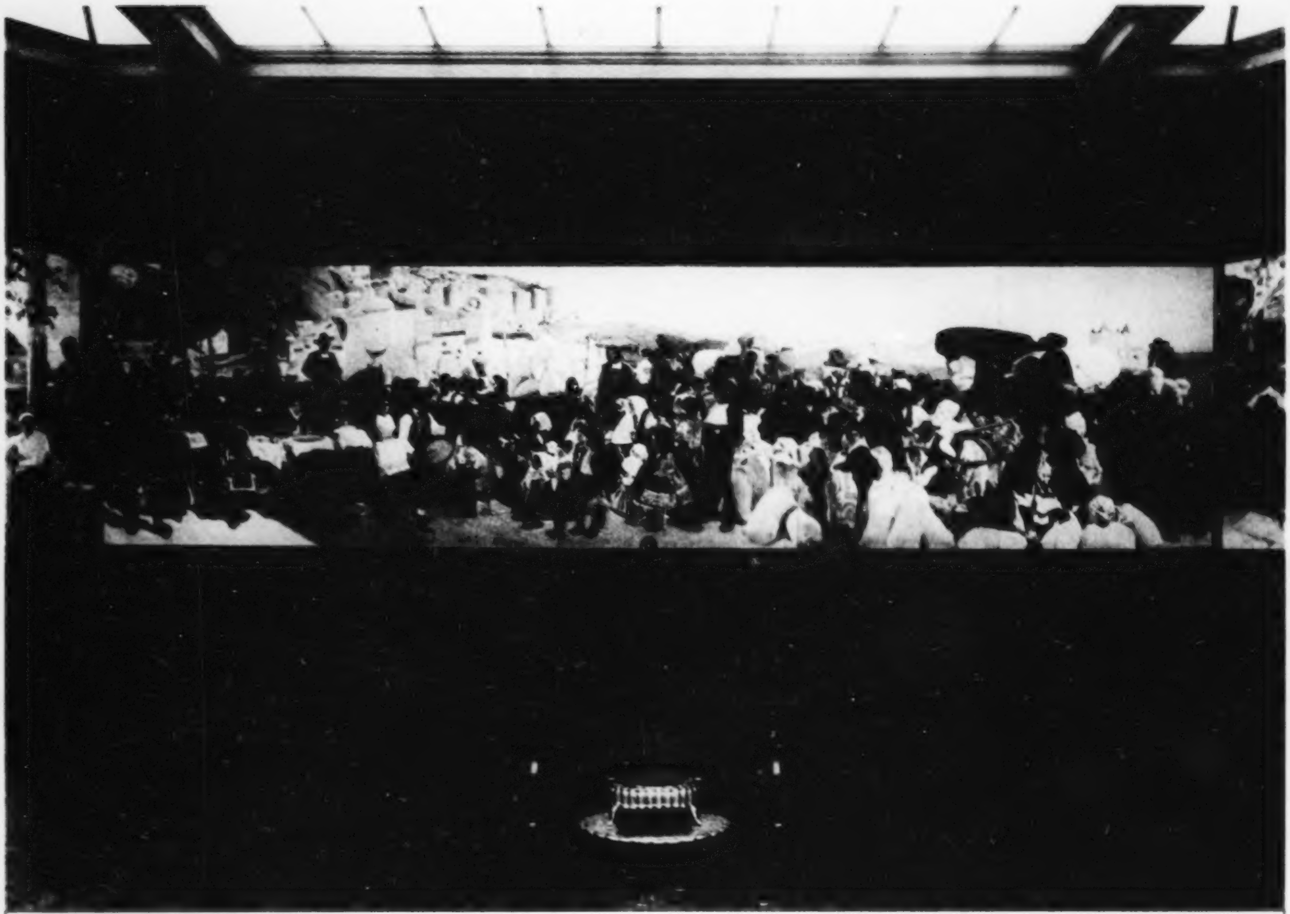
If you are not familiar with the place, you are not alone. Although established 93 years ago by Archer Milton Huntington, it has yet to gain the prestige of some of New York's better known collections, such as the Frick or Mellon. Mitchell Codding, director of the Hispanic Society, says this was not always the case.

"In Huntington's day [the early 1900s], the Society was well known, partially because of the special exhibits that were done here. As it is today with most museums, if your works don't travel, people don't know about you so much. And, since we don't roam, it's a little bit more difficult to get the publicity–to let people know that we're here and what's in the collection."

And what a collection it is. There are approximately 800 paintings and thousands of ceramics, tapestries, and other art objects. Some of the more prominent works include Goya's "Duchess of Alba" and Sorolla's "Provinces of Spain." As for the 200,000- volume library,

As for the 200,000-volume library, it features the only copy of the first edition of* La Celestina *(1499) and a large collection of* Don Quixote *printings, including the first edition.

The Hispanic Society of America, in New York



Paintings by Joaquín Sorolla y Bastidas of activities and costumes of Spain's regions cover the walls of the huge Sorolla Room.

it features the only copy of the first edition of *La Celestina* (1499) and a large collection of *Don Quixote* printings, including the first edition. Manuscripts date from the 11th century to the present, and rare books, from the 15th century to the present.

The collection is a reflection of Archer Huntington's love of Hispanic culture. He became infatuated with the Spanish people and their arts as a young adult when he traveled to Northern Spain. He made lasting friendships with many prominent Spaniards and scholars during his visits. Later, when he made his fortune and began frequent expeditions to Spain and Latin America, he began to purchase paintings, manuscripts, and decorative arts from various Hispanic countries. As his collection grew, Huntington was forced to find a better place than his residence in which to store and display his art. He fulfilled a lifelong dream in 1904 by building a free public museum and reference library to showcase the culture he loved so much. The building opened in 1908.

As the Society expanded and curators were hired, Huntington generated several major exhibitions, bringing artists and writers from Spain and introducing them to the American people. The most famous was the 1909 Sorolla exhibition, which essentially established the artist's reputation in the United States. Huntington personally purchased 104 pieces of Sorolla's work, a move that led to commissions for portraits and purchases by other collectors in New York and Boston.

Today the Sorolla Room in one of The Hispanic Society's buildings is filled with wall paintings by the artist depicting the costumes of Spain's various regions. Sorolla started painting the huge room in 1911 and finished it in 1919. A year later, he became critically ill and could no longer work. "Provinces of Spain," the last of Sorolla's work to be commissioned by Huntington, is also part of the Society's holdings.

Huntington continued to mount expeditions, although his purpose shifted from collecting to photography, with the goal of providing a visual record of manners and customs in the different regions of Spain and in Latin American countries.

According to Codding, "Huntington initially set out to cover absolutely anything and everything Hispanic–Spain, Latin America, Spanish colonies, or any place where Spanish was spoken. But, I think, after a number of years he realized that it was maybe a bit overly ambitious, even given his immense wealth."

In the 1920s, several other organizations began to focus on Hispanic culture. The Library of Congress established the Hispanic Foundation (with the help of Huntington) and the University of Texas-Austin began to amass art and artifacts from Latin America. At that point, Huntington decided to narrow the focus of The Hispanic Society of America to Spain and its colonies so as not to duplicate the work of other cultural and academic institutions.

By 1930, Huntington stopped collecting altogether, but his holdings were so vast that they still had not been completely catalogued by curators.

"Huntington really did achieve his goal of having every aspect of Hispanic culture–at least in the fine and decorative arts and literature and history–completely covered," said Codding.

The results of Huntington's efforts yield an astonishing legacy for students, scholars, and visitors to the Society, which is located on New York City's upper west side, between 155th and 156th streets. Stepping into the square and terrace located between the society's two main buildings is a journey back in time. Up the marble steps and through the iron-bound gates, a visitor passes a massive statue of El Cid Campeador, and limestone lions guard the main entrance. Walking through the rooms of paintings, tapestries, furniture, and religious artifacts is a reminder of past glories. Huntington's collection reveals not only how deeply he loved Spain and its people but how well he understood their sense of mysticism, pride, and love of the land.

Currently, the museum and the library are free and open to the public. The society's operating monies come from the Huntington endowment, but as Codding indicates, those funds are becoming less adequate, particularly since the Society has undertaken renovations, including a climate control system, and purchased an adjacent building. Codding says, "We'll be expanding into that building because we so desperately need more space for exhibition and for collections."

Once the Library of Congress established the Hispanic Foundation, with Huntington's help, and the University of Texas-Austin began to amass art and artifacts from Latin America, Huntington decided to narrow the Society's focus to Spain and its colonies.

To meet its goals, the Society has started a capital campaign and major outreach efforts to the public. The President of Spain recently visited the Society, an event which garnered media attention both here and abroad. Codding has set his sights on the 100th anniversary of the Society in 2004 as the target for completion of the expansion projects and the special fundraising. After that, he hopes to mount major exhibits and begin an ambitious program targeted at school groups in order to build a future audience.

"As time passes, and the older generations that are more familiar with the Society are gone, we need to make younger generations more aware of the collection," says Codding, who joined the Society in 1984 as assistant director and became the director in 1995. As a graduate student, he received the Hispanic Society's Tinker Scholarship for research on colonial Latin America. He is the guiding hand behind the Society's recent efforts to buy works such as "Niño Jesús," a sculpture by Francisco Dionisio de Ribas circa 1645, to fill in some of the gaps left by Huntington when he stopped collecting.

"This is truly a world-class resource for advancing the study of Hispanic culture," says Codding.

Director Mitch Codding (center, foreground) with José Maria Aznar, President of Spain

Learning to Lead, Learning to Learn

Reflections of an ACE Fellow

BY

F. JAVIER CEVALLOS

The author of these reflections is a member of the 1996-1997 Class of ACE Fellows, which worked throughout the year on six core themes: leadership and institutional change; diversity on campus; strategic planning, budgeting, and financial management; academic management and planning; personal and interpersonal dimensions of leadership; external forces affecting higher education. The ACE Fellows Program is sponsored and conducted by the American Council on Education.

A COUPLE OF DAYS AGO, I WAS ATTENDING A CAMPUS FUNCTION BACK AT MY HOME INSTITUTION. A colleague asked me about my experiences during my fellowship year and, half-jokingly, said, "Now that you are back, you had better lead..." "Lead?" I thought to myself; "who can I lead?" After spending one full year devoted entirely to studying academic leadership, meeting with leaders, observing their actions and styles, the real meaning of the year startled me as it began to become a reality. Two months have passed since the end of the fellowship, and now, back in the "real" world, I felt it was time for me to assess, once again, what the whole experience had taught me.

> ***I understand now how complex institutions and issues are, and the multiple aspects that must be considered every time in order to arrive at the right decision.***

I went back home and looked for the journal I had kept, haphazardly, during the year. I had written my thoughts sporadically and had not had the time to go back and reread any portion of it. At the end of the fellowship, I had just copied the file to a floppy disk and put it in a box. So I searched for it, sat in front of the computer, inserted the diskette, opened the file, and was overwhelmed by the sheer number of pages I had collected. I began to relive many of the events of the year: the exhilaration of having time to think and learn, the exhaustion of long hours in meetings, the reading list that had piled on my desk. I certainly had done a lot more than I thought, and although it will take me at least five years to understand all the things I learned, I do have a clear sense now of some of the things I got out of the experience:

FRIENDSHIPS. One of the most rewarding aspects of the ACE fellowship is the people I met. People at my host institution opened their doors and their hearts and made me feel part of their life from the start. Throughout the year, I met many people from all areas of the country and enjoyed the unique opportunity of learning from them. But unquestionably my fellow Fellows have become part of my life. The opening seminar was held at a hotel in a small town somewhere in the Midwest. From the first moment, I had a unique feeling that we were, indeed, a "class" and that each one of us had so many things to contribute to each other. During the year, we met in the seminars, in regional meetings, and at conferences, and every time, I felt that I was meeting friends I

ACE Fellow F. Javier Cevallos, Professor of Spanish, University of Massachusetts at Amherst had known for many years. Needless to say, I look forward to the opportunities to stay in touch with all of them and continue to develop the friendships over the years.

TIME TO REFLECT. When I started the fellowship, I was somewhat concerned about balancing all the time pressures required of a Fellow. I had the opportunity to commute to my host institution and faced an hour and a half drive each way. The time I spent in the car turned out to be a blessing in disguise. I had the luxury of having three hours of the day to think and reflect. The time in the car allowed me to put things in perspective, to look back at meetings and analyze them in detail, to ponder over things I had read, to make comparisons and to develop connections among diverse subjects. I do not think I will ever have again the same opportunity to be with **myself** in such an enriching way.

1996-97 ACE Fellows on Capitol Hill with Congressman Ralph Regula (R-OH)

KNOWING WHAT I DON'T KNOW. Yes, I know it is a cliche, but it is also true. Cliches, after all, are based on reality. At the beginning of the year, I had an idea, based on my personal experiences, about higher education administration. After the year, I think I have a better understanding of higher education in general. I understand now how complex institutions and issues are, and the multiple aspects that must be considered every time in order to arrive at the right decision. I do not have the "knowhow," but I certainly have acquired the tools that will allow me to get to that "knowhow." I also know that there are many people who have solved similar problems, and many people who are experts in specific areas that are not part of my background. I also know that the people at ACE and my fellow Fellows are there to offer their help and advice.

In conclusion, to go back to my colleague's comment, I do believe now that I am ready to "lead." I also understand that there are many ways of being a leader and that there are many true leaders in any given institution. I look forward to contributing and to the opportunities to continue to learn from all of them. In my mind, I think I have learned how to learn from other people. Perhaps that is the most important achievement of my ACE Fellowship year.

NOVEMBER 3 DEADLINE FOR 1998-99 ACE FELLOWS

Presidents and other senior officers within higher education are invited to nominate candidates for a new ACE Fellows program, one which proposes "Redesigning Leadership for Higher Education." One new aspect--the nominating institution will identify the issue around which each Fellow's year-long experience will be designed.

That experience will include top-level mentoring, a leadership curriculum carried out in three week-long seminars, and participation in a national institutional network that is focused on the key issue selected.

The goal of the program, sponsored by the American Council on Education, is to strengthen the link between the Fellows' professional/personal development and the leadership needs of the participating institution.

By all reports, having a trained ACE Fellow on board could be an important strategic move.

Two of the qualifications for the new 1998-99 program:

The candidate must have a demonstrated record of leadership in institution-wide contacts.

The nominating institution must agree to pay the candidate's salary and benefits.

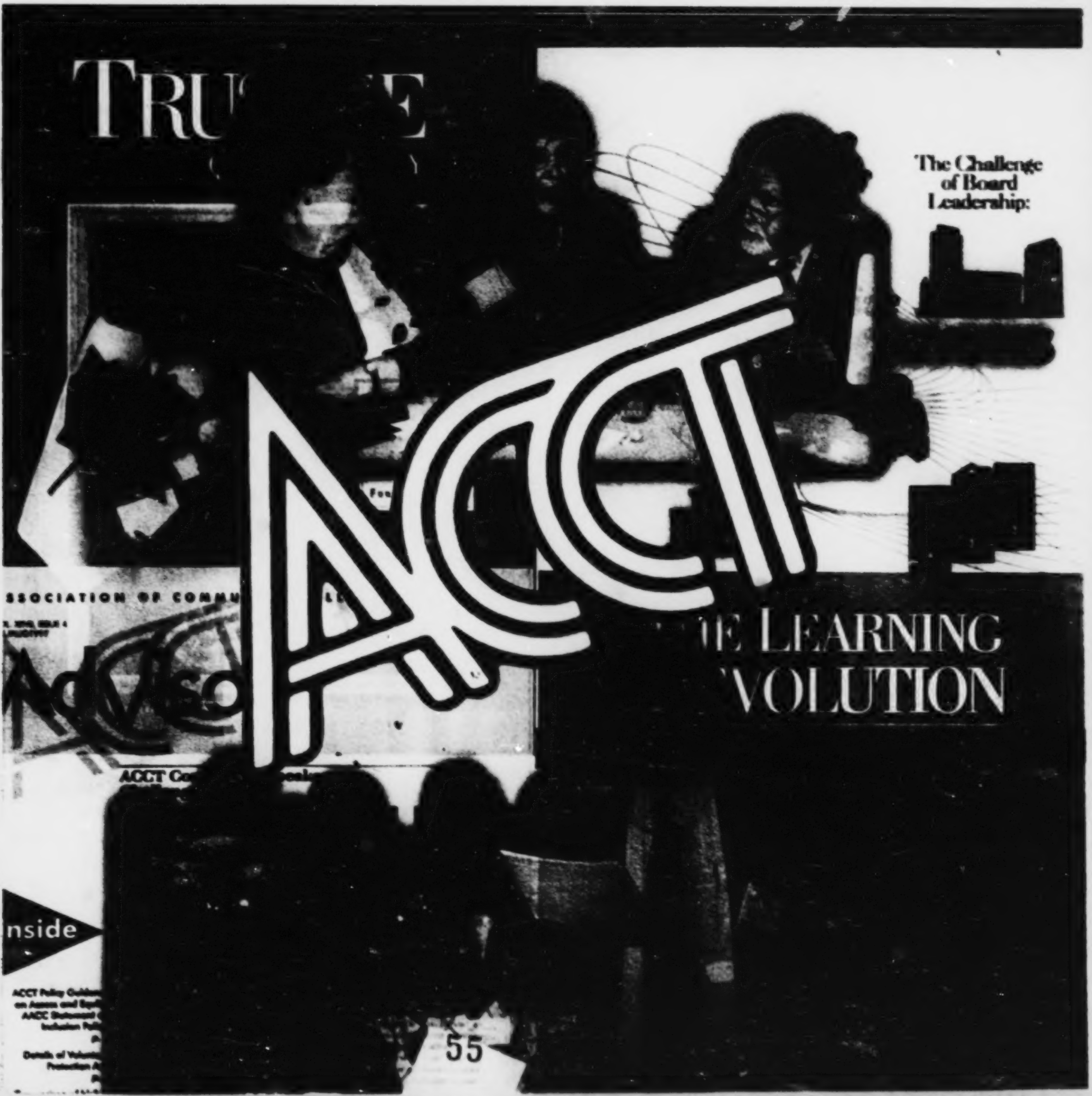
For information and application materials, contact: ACE Fellows Program, American Council on Education, One Dupont Circle, NW, Suite 800, Washington, DC 20036-1193. Telephone (202) 939-9412. Fax (202) 785-8056. E-mail: fellows@ace.nche.edu.

ACCT Queensborough Community College / CUNY Inner-city Services

OCTOBER 17, 1997 • $3.75 VOLUME 8 • NUMBER 4

THE HISPANIC Outlook IN HIGHER EDUCATION

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES



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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

Internet: http://www.HispanicOutlook.com
email to pub@HispanicOutlook.com

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Cover Photograph: Cover photos courtesy of ACCT

A CAPITOL VIEW

The Budget, Higher Education & Hispanics

BY
GUSTAVO A. MELLANDER

THE BUDGET FOR FISCAL YEAR 1998 UNDER-WENT A TORTUOUS POLITICAL PROCESS OF GIVE AND TAKE, YIELDING A FINAL PRODUCT THAT IS BIPARTISAN IN SPIRIT AND FRIENDLY TO HIGHER EDUCATION. President Clinton hopes it will inspire optimism and encourage more Americans to continue their education. It also reflects his personal faith in the powers of education, especially higher education, to open doors of opportunity to all Americans regardless of race or class.

Next to deficit reduction, the president declared that this budget was of primary importance and fiscally sound "while significantly expanding education." It would help America "enter the 21st century stronger and better prepared for the challenges and the exciting opportunities that lie ahead." The president added that "the heart of this balanced-budget agreement is its historic commitment to education–the most significant increase in education funding in thirty years." Indeed, a hallmark of this year's budget is the federal government's dramatic commitment–often through eclectic policies–to higher education funding.

"But as Lincoln once said, 'No matter how narrow a board might be, it still has two sides.' There are those in Washington who are not convinced that the budget agreement helps those who need that help the most."

But how will it affect the average Hispanic family? There is some reason for optimism. Several achievements warrant special focus. Much like the federally sponsored GI-bills of the 1940s, the 1998 budget includes government subsidies for students and families. Pell Grant funding was increased by an impressive 29 percent. Specifically, a total of $7.6 billion was designated for Pell Grants, an increase of $1.7 billion, to raise the maximum award from $2,700 to $3,000 per eligible student. Eligibility was also expanded for "independent" students.

Two new and interesting programs that might well help many Hispanic families are the Hope Scholarships and an interest deduction program. Hope Scholarships provide a $1,500-a-year tax credit for the first two years of college. The first $1,000 spent on tuition and fees is fully deductible, as is 50 percent of the second $1,000. Students or their parents may also deduct interest paid on student loans. The deduction starts at $1,000 per year and will rise in $500 increments to $2,500 by the year 2001. All in all, the budget commits $35 billion to higher education over a five-year period.

On the face of it, this unprecedented investment seems remarkably fair, just, and a boon to Hispanics, who are disproportionately needy. Robert Shireman, senior policy advisor at the National Economic Council, praised the budget: "It's clearly beneficial and helps low- and middle-income people pay for college and have access to the college of their choice."

But as Lincoln once said, "No matter how narrow a board might be, it still has two sides." There are those in Washington who are not convinced that the budget agreement helps those who need that help the most. At first, many legislators, and not only Republicans, were not thrilled with the proposals, for the reason just stated.

The House Budget Committee produced a report, "Claims Versus the Facts," which was equivocal about the president's education proposals: "The [budget] plan makes no commitment to a specific $35 billion for education initiatives. The Ways and Means Committee will determine the size and structure of the tax-relief package." Typical of all budget proposals, a great deal, much of it not educational, had to be addressed. The reality of dissent and disagreement undermined Clinton's efforts, through rhetoric and substance, to achieve political consensus over his higher education-centered budget.

As the House report documented questions about how the federal government ought to spend its money in education, another key policy-maker criticized the assumptions undergirding many of Clinton's proposals. Thomas G. Mortensen, a policy analyst at the Center for the Study of Opportunity in Higher Education, wonders whether Clinton's tax cuts will help poor, Hispanic students at all. Because of the rising costs of higher education and the declining federal and state support for it, 70 percent of the nation's children come from families needing financial assistance. The percentage of Hispanics needing financial aid to go to college is even higher.

Yet on a federal and state level, selective merit-based rather than broader, need-based programs are attracting more support. For example, Georgia's HOPE scholarships, which reward students maintaining a B average with a tax credit, is very popular. But it has hurt poorer students, for whereas 77 percent of students from families earning over $50,000 earn Bs, only 63 percent of students from families earning below $15,000 maintain that grade point average.

Tax credits and tax deductions help the middle class, who would have attended college anyway, rather than helping poorer students, such as Hispanics, who need additional assistance to fund their education. That stark reality must be understood among all the cheering and self-congratulation that permeate both political parties.

Although Mortensen's ideas seem downright anti-meritocratic, he has supporters. Clinton's tax credits and tax deductions might in fact preserve the status quo rather than opening new pathways for poorer, first-generation, college-bound Hispanic students. While taking credit for being a progressive on social policy and a conservative on fiscal policy, Clinton's plans might do little for the large numbers of Hispanics who need more financial help from the government. Instead, his proposals will amount to another middle-class entitlement program.

William Gale, an economist at the Brookings Institution, believes that the tax breaks will not help students; the money will "flow to colleges–via increased tuition or reduced financial aid packages–or to households that would have sent their children to college anyway."

William Gale, an economist at the Brookings Institution, believes that the tax breaks will not help students; the money will "flow to colleges–via increased tuition or reduced financial aid packages–or to households that would have sent their children to college anyway." The 1998 budget, he contends, might amount to a federal subsidy for institutions rather than an economic propellant to help needy individuals.

Nevertheless, the budget passed through the House and the Senate with alacrity and was signed by the president in as public a forum as possible. The spending plan for education remained relatively intact, in part due to the president's insistence. The White House and Capitol Hill were delighted with the bipartisan aspects of the final bill. It pleased politicians of very different stripes. To Democratic Senator Barbara Boxer, the budget preserved funding for education and other social needs. Senate Majority Leader Trent Lott said the budget symbolized a "smaller, smarter Washington" and one "sensitive to the needs of the less fortunate."

No one, of course, was as jubilant as the president. An awakened Clinton stated, "This budget meets my goal of making education America's number one priority on the edge of the 21st century."

Few can disagree with that assessment. Higher education, its students, and their colleges and universities will be well served. On the question of its fairness to low-income Hispanics, many would disagree. The battle to pass the budget is over, but the war to ensure equal educational opportunity in higher education continues.

Dr. Mellander is a professor at George Mason University

A Visionary ACCT

Organization Educates and Motivates

BY
SALLY HUTCHINS AND
ADALYN HIXSON

> ***"I did attend the session that Elizabeth Rocklin put forward at the ACCT national convention and found it extremely helpful in terms of helping me organize my thoughts and my presentation skills. I was extremely appreciative of that."***
>
> DR. SERAFÍN ZASUETA, ACCT-RECRUITED NEW PRESIDENT/ SUPERINTENDENT, SOUTHWESTERN COLLEGE

COMMUNITY COLLEGE TRUSTEES ARE THE LINK BETWEEN THE COMMUNITY AND THE COLLEGE. They are the ones who put the "community" in community college. Their primary responsibility is setting a direction for their college, shaping that policy that is likely to ensure that the college is on track in meeting its mission.

ACCT, the Association of Community College Trustees, offers programs that help those trustees sharpen their governing skills, stay up on current and future social, political, economic, and educational trends, and develop effective lay governing board leadership–all intended to strengthen the capacity of a community college to deliver on its legal and ethical obligations.

Dr Serafin Zasueta, ACCT-recruited new president/superintendent, Southwestern College

The ACCT Office of Board Services offers assistance, too, to local boards in their search for a new CEO. "I was recruited by ACCT for the Southwestern College presidency," reported Serafín Zasueta, who took over this summer from retiring CEO Chester DeVore.

Several highly respected former community college presidents, now retired, are search consultants for ACCT, using a process that involves the entire college community, internal and external, to decide on the qualities most sought in that new leader. At Southwestern, the search lasted seven months.

Zasueta was not only **recruited** by ACCT–he was also prepared for the job search in part by ACCT, which continually works to enhance the diversity and quality of the pool of potential CEO candidates. Elizabeth Rocklin, ACCT Director of Board Services, offers special workshops for "potential presidents" at the ACCT and AACC conventions. A popular session, usually over-subscribed, it involves practice interviews, which are videotaped on the spot and candidly critiqued. Rocklin encourages administrators who are interested in competing for CEO positions to attend ACCT conferences in order to learn more about trustees and the issues of concern to them. It worked for Zasueta.

"I **did** attend the session that Elizabeth Rocklin put forward at the ACCT national convention and found it extremely helpful in terms of helping me organize my thoughts and my presentation skills. I was extremely appreciative of that," says Zasueta.

HO asked the California CEO what challenges the Southwestern College board presented to him. "I think that the challenges of Southwestern College are really specific to crafting a vision that is compatible with where the board would like to see the college going," said Zasueta, who began his career as a professor of developmental psychology, moving later into administration, most recently as vice president and provost of academic affairs at Cerritos College in Norwalk, Calif.

"Crafting a vision" is something that ACCT-involved management theorist John Carver wishes boards would spend nearly ALL their time on, rather than indulging in what he terms the "over the shoulder management" that nonprofit boards of all kinds have been so drawn to in the past. And Carver dismisses the board's old standbys–the budget committee, the personnel committee–as often operating "illegally," in his view, and he doesn't see any point, either, in a board reviewing and approving staff plans. Time and intellect spent by trustees on "how to get there," he implies, is best spent deciding "where do we need to be?" Setting goals must be the paramount concern of the board, in his view.

He suggests that while the buck might stop with the trustees for everything that happens on a campus, including those events that invite litigation, the trustees can do no more than set parameters for prudent and ethical operations–there is not enough time to monitor the staff's work and do their own too.

AACT also has some suggestions for trustees in a new book designated "must reading" and entitled *A New Vision of Board Leadership: Governing the Community College*, co-authored by Carver and Miriam Mayhew. The book is advertised in a special issue of ACCT's *Trustee Quarterly*, which features "The Learning Revolution," as described and promoted by Terry O'Banion, executive director of the League for Innovation in the Community College. The chief element of this revolution is a shift from what went before to a "learner-centered" system.

Zasueta, who completed postdoctoral studies at UCLA in learning, memory, and motivation as related to unprepared learners, is already in step with the revolution. "My focus," he says, "has been to sell the idea of student success and its importance in all of our educational programs."

HO asked trustee María Neves Perman, a veteran member of the Southwestern board, and one who was happy to see Zasueta selected as president/superintendent there, how she feels boards in general are doing in terms of embracing ideas such as Carver's. She said that they do focus on the important issues–policy and politics–but she did express a concern. "Some people resist change.. they don't **want** to change. Some are still thinking of a college student as someone coming from a family of one or two college graduates... and are not looking at the realities of students the community colleges are dealing with now."

Perman has been an educator for more than 20 years and also manages a Job Training Partnership Act program. Being on those firing lines gives her an advantage in the visionary department, as does her connection with the Hispanic community.

"Latino parents need to be trained to be more supportive...to understand what a college education is about...why it is important. What I hear all the time is, 'He's taller than **I** am! Why is he spending all his time in the **library**?' In the Latino culture, there is an expectation that a grown child will help support the family. That's not so true of the Anglo culture."

Maria Neves Perman, trustee, Southwestern College, Calif.

Having noted everywhere the community college emphasis on employment-related skills, *HO* asked Perman if she ever felt wistful that less advantaged students might be missing out on the kind of liberal arts education afforded more affluent students. Her answer was quick and positive. She stressed that students are urged to continue at every turn; that yes, at first they might need to get the GED or the certificate, but counselors and faculty throughout the system treat education as an ongoing experience, encouraging students to move from GED to two-year to four-year and beyond.

HO asked ACCT Trustee Armando Ruiz if most trustees are as long on direct in-school experience as he and Perman. No, he said, and indicated that the boards typically represent a cross-section of the community.

At trustee development conferences–a large annual convention in the fall, being held this year in Dallas–and at regional seminars in early summer, trustees exchange ideas with their colleagues and are able to discover creative, innovative solutions or strategies for solving problems common to all colleges. College administrators often participate with their board members, adding their expertise to panels and discussion groups.

ACCT also sponsors specific sessions on matters relating to boards, for example, board-president relations and board self-evaluation. The theme of the Dallas conference is "Effective Communications," but the list of concurrent sessions seems all-encompassing, including

"Some people resist change… they don't want to change. Some are still thinking of a college student as someone coming from a family of one or two college graduates… and are not looking at the realities of students the community colleges are dealing with now."

MARÍA NEVES PERMAN, TRUSTEE, SOUTHWESTERN COLLEGE, CALIF.

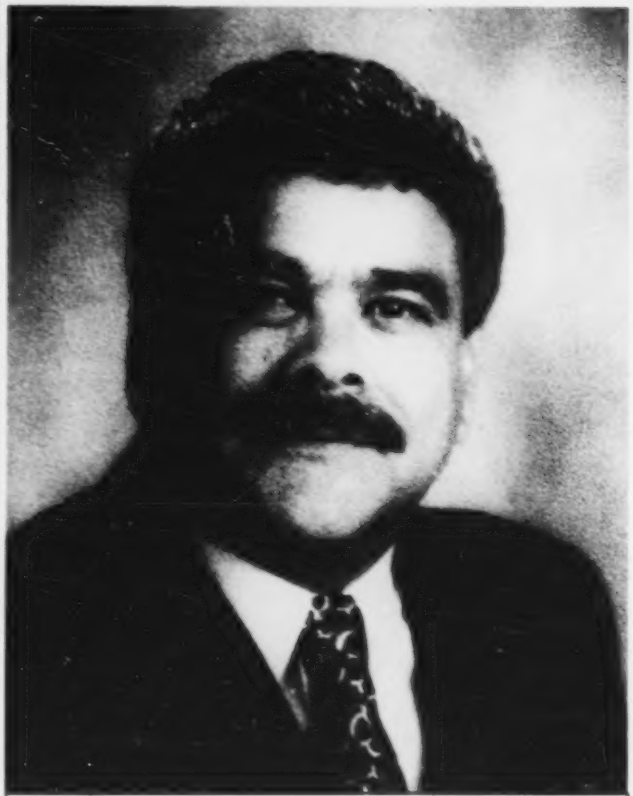
campus violence, gender equity guidelines, avoiding litigation, connecting electronically, and more. "Repositioning," "re-engineering," and "redefining" are words used to describe some of the sessions, so it appears the one thing likely to change is the status quo. A fourth "re" word–recognition–is always part of the annual conference, as trustees and others are honored by and through ACCT: The ACCT Chief Executive Officer Award, The Charles Kennedy Equity Award, The ACCT Faculty Award, the Community College Federal Relations Awards, and, the oldest of all, the ACCT Trustee Leadership Award, which was first given in 1972, to W.I.Taylor of Spoon River College, Illinois.

Each year at the Community College National Legislative Seminar in February, ACCT and the American Association of Community Colleges (AACC) present two prestigious national awards: Community College National Education Service Award, and Community College Government Relations Award, but the real work of that seminar is the training of trustees in the art of wielding legislative influence. With the event held in the nation's capital, where ACCT is headquartered, trustees are briefed by seasoned political analysts and experts and by congressional and executive branch officials, and are escorted to Capitol Hill in teams to visit with their congressional delegates and their staffs.

Trustees collaborate year round to shape national higher education policy, advocating for access and opportunity for community college students. Throughout the current debate over balancing the federal budget, they worked hard to ensure that administration and congressional proposals contained measures that would benefit their constituencies.

But hard work year round is not all is takes to impress María Neves Perman. Asked by *HO* what the most important quality in a trustee is, she again answered without hesitation: "Someone who really cares. Who cares about the students, who cares about the community...not someone who's there to further a career." In short, a hard worker with heart.

A Candid Talk with ACCT Trustee Armando Ruíz



Armando Ruiz, ACCT Trustee

***HO:* YOU'RE IN YOUR SECOND TERM AS AN ACCT TRUSTEE. DOES ACCT HAVE A ROTATION SYSTEM?**

RUIZ: On the ACCT Board, you can have two terms maximum and then you're off. A first term of three years, a second term of three years for a total of six years.

I've been on the board of my **college** since 1983. I've been attending ACCT conferences...I've seen it grow from really a small organization to what it is today, under Ray's [Ray Taylor, ACCT President] leadership.

***HO:* WHAT IS THE IMPACT OF ACCT?**

RUIZ: One of the things that ACCT does is keep us in the future...keep us up on what is happening and what the trends are. It's up to the trustees to **know** those trends and to try to implement programs that keep us a step ahead. Sometimes it's not possible because funding differs from state to state. California is one where we often are not knowing what we are going to receive. But ACCT has been **vital** in allowing us to think ahead.

We have a state association in California–California Community College Trustees, CCCT. When I came on the board, I felt that our state association was so much better than the national. We **were**, I think primarily because of the leadership of David Viar. He's still around, but he was tapped by ACCT national–or should I say, he was **stolen** by national. That's when the national leadership **really** took off. And then David left and came back to California. We stole him back. We formed a league of community colleges in California in which membership is the CEOs and trustees, and David came back.

Ray Taylor, as the ACCT president, is continuing the vision of David Viar.

HO: ARE GOOD TRUSTEES BORN OR MADE?

RUIZ: I think they are made. I wasn't the ideal trustee when I was elected. I say that in all candor. I think that even though you have good intentions, you **still** have to learn what the responsibilities are, and that is completely different.

A trustee can make a difference, and that's the reason I got involved–because people weren't being responsive to the needs in the community. There's a saying that a trustee does not act alone–that decisions come from the board. But if you don't make that voice **known** on the board–nothing will happen. "I'm only one board member," people say; "how can I bring about change? I can't!" But people cop out on issues when they say, "I'm just one board member." You can make a change **within** the board itself. You can bring issues forth, you can bring about change within the board–not outside the board.

I think María Perman and myself and others got on the board because we felt that Latinos weren't being served, and, knowing how the system works, we felt we could make a difference.

HO: WHAT PREPARED YOU FOR GETTING ALONG WITHIN A BOARD STRUCTURE? FOR REACHING CONSENSUS WITHOUT BLOODSHED?

RUIZ: We have our differences, believe me. But ever since I've been a kid, I've been in positions of leadership–since grade school, and then student government in high school, and student associations at college, the University of Texas at El Paso.

HO: HOW ABOUT YOUR FAMILY BACKGROUND? ANY LEADERS THERE?

RUIZ: No, my dad had a third grade education, and my mother went to eighth grade. But they have always been very supportive. Out of the six kids, five of us have master's degrees.

HO: HOW ABOUT YOUR OWN CHILDREN?

RUIZ: I have one at UC-Davis–Jaime; Amanda's at UC-Berkeley, and the youngest is a high school senior, Armando, Jr., "AJ." He's involved in a lot of student government, and he's probably the one who will take up the banner. And my wife, Cathy, is at Rio Hondo.

HO: LOOKING AT A VIDEO OF AN ACCT CONVENTION IN 1993, THE AUDIENCE SEEMED TO BE LARGELY WHITE MALES. DOES ANYONE TRACK TRUSTEES ACROSS THE COUNTRY?

RUIZ: There aren't many Latinos, but Ray finally got some good programs going in the area of diversity. What I've had to do is see what I could recognize by the names and build from there. But ACCT has been very supportive of the Latino trustees organization. In fact, we meet at the national conventions. There are about 60 of us in New Jersey, New Mexico, Michigan, Illinois, Washington, State of Washington, California, Texas–but not Florida, for some reason.

HO: WHAT BROUGHT ABOUT THE ASSOCIATION OF LATINO COMMUNITY COLLEGE TRUSTEES?

RUIZ: The catalyst was a women by the name of Denise Moreno Ducheny, a trustee of the San Diego Community College District. She was the first chair, and I was vice chair, second in command. Then she got elected to the state legislature. Last year she was the chairperson of the Budget Committee for the State of California.

We had six trustees in the **state** organization (CCCT), and by the 1990 elections, we doubled, tripled, in the state of California. About seven women got elected as trustees, seven Latinas. Their leadership, Denise's leadership, and us, five or six of us, we started to network and help each other out. At that point, there was a loose organization (of Latino trustees). Later, it became formalized.

HO: WHAT ISSUES ARE BEING TAKEN UP BY THE LATINO ORGANIZATION?

RUIZ: We are looking at welfare reform and how is it going to affect our citizens. Access is another concern. A recent survey reported by ACE takes note of the number of Latina Ph.D.s who got their start at community colleges. We are looking at financial aid, and on that issue, ACCT has been a real asset at the national level.

HO: WHAT HAVE BEEN SOME OF YOUR PROUD MOMENTS AS A TRUSTEE?

RUIZ: I was the first Latino elected to the board of the statewide league, CCLC, and the first elected as president of the CCCT board.

I feel really proud about getting the 501(c)3 for the Latino Group while I was chair, and about serving on the ACCT. There are two ways you run–in one you are elected regionally, the other nationally. I feel happy, as an underdog, having won as a national candidate.

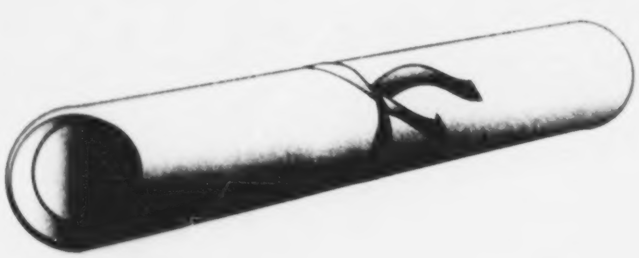
HO: IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT BEING A TRUSTEE?

RUIZ: Yes. One of the leaders way back who really mentored me and was helping young trustees was Chuck Ayala from San Francisco, a trustee. The Latino Trustees have a Chuck Ayala Award, and the main reason why we have a state Latino and national organization stems from Chuck's philosophy: "If you want to do it, how can I help you?" And Denise, too, approaches and says, "How would you like to do it?" The type of mentoring that Chuck gave is the reason why we are such a strong force–not as strong at the national level, but Ray Taylor has been very supportive.

CCCT, the state organization, is where you learn how to do things. The California Latino trustees help each other, mentor each other, talk to each other about how to accomplish things, how to get a point across without being abusive or abrasive, how to be diplomatic. This is what the networking did for us. I get calls from others and–we all have the same problems. The seasoned trustees mentor the young, which is a really big help for the future.

About Armando Ruiz: *Since 1983, Ruiz has served as a trustee of Coast Community College District, 5th largest in the nation in credit enrollment. He was twice selected as president of the board. He received his B.S. and M.A. degrees from University of Texas at El Paso and has more than 20 years in education as a teacher, administrator, and counselor. Ruiz is currently a full-time counselor at Saddleback Community College.*

The Honor Roll



Queensborough Community College/CUNY

QCC's Wide and Snow-free Road to Higher Education

BY ROGER DEITZ

Dr Kurt R Schmeller President
Queensborough Community College / CUNY

QUEENS IS A PROUD BOROUGH OF THE CITY OF NEW YORK. A proud borough whose residents have on occasion protested that they receive less respect than do the more assertive boroughs of Manhattan, Brooklyn, Staten Island, and the Bronx. Queens residents speak of a certain blizzard that hit town while a young John Lindsay was mayor of New York, a blizzard that dropped a lot of snow on the streets of Queens–snow that remained unplowed long after the streets of Manhattan, Brooklyn, Staten Island, and the Bronx were plowed and passable. The avalanche of protest that ensued from Queens nearly engulfed Lindsay's rising political star. Since then, New York City mayors make doubly sure that streets are cleared of snow in the Borough of Queens.

This mayoral homage benefits the great number of students commuting along those roads to Queensborough Community College/CUNY. This standout institution has long been one of the proud accomplishments of CUNY, The City University of New York, which encompasses 10 senior colleges, six community colleges, a technical college, a graduate center, a law school, and an affiliated medical school. Now QCC is accorded the distinguishing role of inclusion in *HO*'s Honor Roll.

The 34-acre Queensborough campus is located in Bayside, Queens, in an almost pastoral setting very different from many people's vision of New York City. The campus includes 11 major buildings offering 873,345 square feet of floor space. The school's facilities are modern, well-designed, and accessible to the handicapped, who, in a recent count, numbered 300. In the fall of 1996, Queensborough had an overall enrollment of 10,500 matriculated students, for whom the college offers associate's degrees and certificate programs that prepare them to transfer to four-year institutions and for entry into the job market.

National surveys consistently rank many components of The City University of New York high on the list of community colleges conferring associate's degrees to minority students. Queensborough Community College/CUNY is among them, rated near the top, along with Manhattan, LaGuardia, New York City Technical, Kingsborough, Bronx, and Hostos Community Colleges.

The student population at Queensborough represents 115 countries of origin. Ethnic minorities make up fifty percent of the class. A whopping 90 percent of the students live in Queens, and a majority of the college's graduates find employment there. The percentage of Hispanic enrollment rose from 16.5 percent of the student body in 1986 to 19 percent in the fall of 1996. Of the balance, 23 percent were African-American, 35 percent white, 16 percent Asian or Pacific Islander, and 6 percent Native American and others.

Twenty-seven QCC students in its Alliance for Minority Participation in Science, Engineering and Mathematics Program were awarded research assistantships by the National Science Foundation–the largest number of such awards made to any single CUNY campus.

The college's non-credit continuing education programs draw a registration of more than 6,500 community residents each semester, completing the picture of this full-service, community institution of higher learning.

Among Queensborough's many distinctions is the presence of the largest electronic engineering technology and computer engineering technology programs, and the only laser and fiber-optics technician training program in the State of New York.

The schools' clinical nursing program is the largest in the New York metropolitan area, another impressive fact. To date, the program has graduated more than 5,000 nurses, and the recent pass rate for nursing graduates taking the New York State Nursing Licensing Exam was a laudable 98 percent.

A new transfer program in health sciences provides the pre-professional training needed for a broad spectrum of baccalaureate majors. Graduates receive an A.S. degree in Health Sciences, and, to date, the college has nine articulation agreements with five CUNY senior programs.

More than 3,000 Queensborough students are enrolled in its business programs, which are the most comprehensive in the metropolitan area. A corporate-specific program recently prepared 100 NYNEX employees for their next step in the communications industry, under a collaborative agreement involving NYNEX and the Communication Workers of America.

Dr. Kurt R. Schmeller, president of the college since August 1967, is Queensborough's third chief executive. Only 29 years old when he assumed that job, he has seen 30 years of service in a position where burnout and turnover are not uncommon. It was recently discovered that Schmeller is the longest-tenured president of any public institution of higher learning in New York State, and the second longest nationwide. He is a Phi Beta Kappa graduate of Bates College and holds master's and Ph.D. degrees in history from Princeton University.

Since taking office, Schmeller has presided over significant growth at the school. Working closely with the campus architects, the president oversaw the completion of the college's Master Plan and construction of nine buildings on the campus. Five thousand matriculated students attended as he began his tenure. That figure has doubled.

Honor Roll Facts in Brief

INSTITUTION:
Queensborough Community College/CUNY

LOCATION:
222-05 56th Bayside Ave.
Bayside, N.Y. 11364
(718) 631-6262

ESTABLISHED:
1958

ENROLLMENT:
10,500

DEGREE OFFERINGS:
Two-year Associate's Degree

TUITION:
$2,610 per year - New York State/New York City
$3,286 per year - Out of State

NUMBER OF FACULTY:
260 full-time
400 part-time

SPECIAL PROGRAMS:
Laser and Fiber Optics Technology
Music Electronics Technology
Engineering Technology
Computer Technology
Nursing

As founder and chairperson of the Queensborough Community College Fund, Inc., Schmeller made the campus more accessible and attractive to all the residents of Queens. The QCC Art Gallery, its Holocaust Resource Center, its Homebound Program, the Port of Entry Program, and the Professional Performing Arts Series, as well as educational and cultural lectures and concerts reach out to, welcome, and engage the entire community.

The Queenborough Chorus features some 100 singers of all ages, drawn both from the community and from campus, and has performed with the Duke Ellington Orchestra and the Manhattan Philharmonic. Its singers have appeared in concerts at Carnegie Hall and have toured China, Russia, Italy, England, Eastern Europe, Spain, and more.

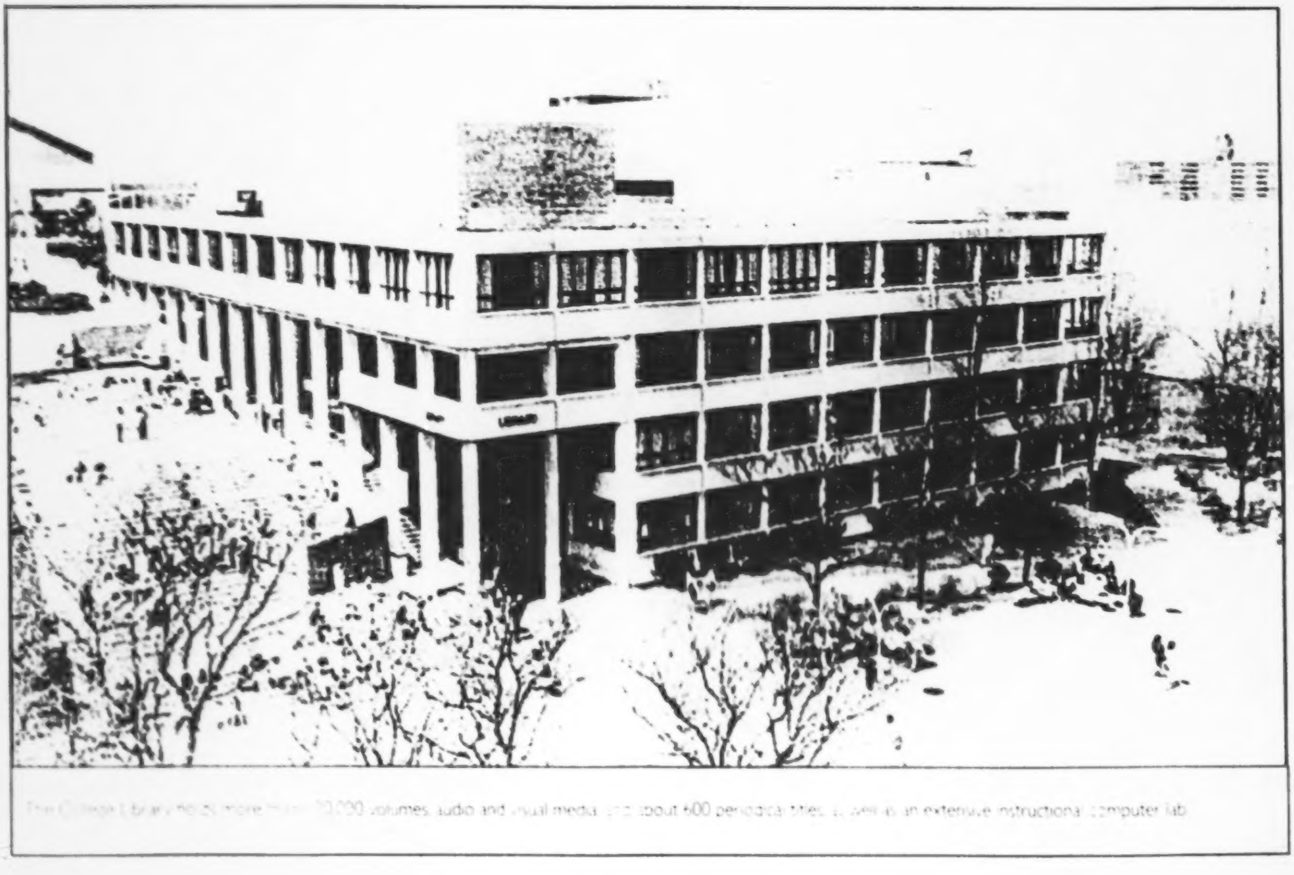
QCC's Suzuki Music School offers instruction in violin, cello, and viola to children as young as age three, as well as classes in rhythm and movement, theory, and orchestra. This semester, three classes on Portugal are scheduled, in preparation for a QCC tour of Portugal next summer. Tours closer to home will take continuing education enrollees to the Culinary Institute of America, the Vanderbilt Mansion, the homes of Franklin and Eleanor Roosevelt, and a local area known as Little India. Classes in gardening, self-publishing, jewelry design, and more make clear the school's desire to cover all bases in meeting its mission.

Building on this community-based philosophy is the Tech-Prep Consortium of Queens (TPCQ). Originally a grade 11 through 14 school-to-work program, it has expanded to include nine middle schools and five high schools in association with Queensborough. In operation since 1992, the TPCQ offers computer technology programs that currently consist of a period of secondary schooling and, upon high school graduation, two years of higher education. Common core curricula requiring proficiency in English, mathematics, science, and technologies are designed to lead to an associate's degree or certificate. The TPCQ serves a student body that reflects the international nature of New York. Many TPCQ enrollees are ESL students for whom the program prepares special materials.

Dr. Víctor P. Maiorana, TPCQ program director, says he is having great success not only with the general student population but also with the large number of ESL students in the program. He observes, "The program requires a great deal of professional development for teachers. They are encouraged to utilize cognitive, analytic strategy to engage students in learning in such a way that they not only learn content in whatever course they're taking, but they learn it through thinking, writing, and reading about it in a learner-centered way in the classroom. That's what makes our program unique.

"It's one of the reasons our program was just renewed for a sixth year, and we're among the highest funded of the Tech-Prep programs in New York State. We've gotten some terrific results, especially with ESL students in terms of their writing ability." Currently 603 students are enrolled in the Queensborough Tech-Prep program.

Without TCPQ and the many other special programs at QCC, many now attending or since graduated could only dream of attending college. With them, the dream materializes for students of all ages –from the Suzuki-trained child violinists to retired seniors finding time at last to pursue long-delayed interests and to invent new ones.



The College Library holds more than 70,000 volumes, audio and visual media, and about 600 periodical titles, as well as an extensive instructional computer lab.

Maricopa Colleges Join Forces to Offer Inner-city Services

A Dream Come True for Phoenix Mother

Special submission to Hispanic Outlook

María Zendejas, her daughter Matilde, and City Colleges Center Director Raúl Sandoval practice school work at the marker board. Matilde is a security guard at the mini-college in downtown Phoenix.

"All of her life she has given to others," says Matilde Zendejas, 24, of her mother, María. "Now it's time for her to catch up with **her** dreams.

"My mother has never had time for herself, but she has never complained and has always been cheerful. Everyone in the family is thrilled to see her have her chance now, and we all talk about how our mother is going back to school."

Indeed, María, 44–a native of Baja, Mexico, who all of her life has spoken exclusively in Spanish–is a student again for the first time in about 32 years. She recently completed two eight-week courses in English as a Second Language–one at the new City Colleges Center (CCC) in downtown Phoenix, near her home, and the other at nearby Phoenix College, which is one of four Maricopa Community Colleges joining to offer a variety of college classes at the CCC.

In addition to Phoenix College, collaborating institutions are Rio Salado College, GateWay Community College, and South Mountain Community College. In an innovative move, presidents of the four colleges put into action what they had long believed: higher education must become easily accessible and inviting to those in the downtown area.

In October, María began her third ESL class at the CCC–a small setting proving to be of particular importance to Hispanic citizens, who comprise half of the population of the downtown Phoenix area. By winter, she expects to be proficient enough in English to enroll in an English-language reading, writing, and grammar course. "I am learning more than I thought I would," she says. "Everyone's nice, and I'm not afraid."

"María is highly motivated and works hard," notes her teacher, Karen Trausch. "Like so many ESL students, she is anxious to learn English in order to communicate in the larger community or to get a degree, a promotion, or to have a new career."

When María's English becomes strong enough, she plans to enroll in health care courses at GateWay Community College or Phoenix College. Ultimately, she wants to earn a certificate or degree in respiratory therapy or nursing assistance and then work in home health care or in a health care facility.

Unquestionably, dedicated teachers from the four participating colleges, plus personal attention and small classes, contribute to a high success rate. "Most who start a class here finish it, and many are continuing. They feel comfortable here," says Raúl Sandoval, director of the CCC.

So far, most ESL students are in their early 30s to late 50s, and they're remarkably tenacious," says Trausch. "When they get into class and see how quickly they progress, they want to learn more." Many sign up several times for the eight-week ESL classes, which are designed for varying levels of proficiency.

Word of this mini-college is still getting out, and enrollment is growing slowly but steadily. Over the summer and into early fall, about 250 citizens enrolled in four ESL classes, computer training, citizenship instruction, and some general education courses such as business, math, and English. Most are for community college credit. Also popular are courses to prepare students to take the GED, the high school general equivalency diploma, says Sandoval.

In addition, the CCC has begun working with major employers in the area to bring computer training, small-business classes, and more to employees of downtown Phoenix. Hundreds have enrolled–many without leaving their worksites, as CCC experts often take their skills to the businesses.

Like most downtown areas in major American cities, the heart of Phoenix includes many neighborhoods whose residents might be underemployed or unemployed and who would like to learn job and language skills and gain additional education. And, as in many large cities, transportation might be a problem. Here, however, city buses stop directly in front of the building, parking is plentiful, and bicycle racks are being installed. The center is within walking distance of many neighborhoods and businesses.

The 22,000-square-foot CCC is a community education center. It includes seven classrooms and modern computer labs (MacIntosh and Pentium) available for classes and use by local businesses, community groups, and organizations. It is in the former administrative building of Rio Salado College, which has moved to Tempe, Ariz.

"This is an opportunity for the central Phoenix colleges to better serve residents, employees, and employers of downtown Phoenix through direct instruction and student services," notes Marie Pepicello, president of Phoenix College.

"Our colleges are committed to providing a door to education and improved lives for recent immigrants and unemployed or underemployed residents of central Phoenix." Each of the four colleges contributes faculty and curricula, and class sizes are small so that students can receive a lot of attention and tutoring.

In an innovative move, presidents of the four colleges put into action what they long believed: higher education must become easily accessible and inviting to those in the downtown area.

"The CCC is a comfortable, nurturing environment for a population that might have little or no experience with college," notes Sandoval, who, together with Raquel Velasco and Sue Burrola, administers the center, serves as a bilingual academic adviser, provides personal support for students, facilitates registration, and, when necessary, directs students to appropriate social services nearby for needs such as day care. In addition, the center serves as a registration site for the four participating community colleges. Financial aid advisers are on hand to assist with accessing financial aid.

The center also houses "partners" that share similar goals–such as the Genesis Academy Charter School. Also, Community Forum, a town/neighborhood improvement organization, has moved in, as well as Arizona Women's Education and Employment, Inc. (AWEE), and Womenus, both training and advocacy groups.

Also on site is Catholic Social Services, which helps prepare immigrants for citizenship by providing legal advice, fingerprinting, photos, and aid in filling out citizenship-application papers. Involved as well are various neighborhood associations, Community Housing Partnership, Alliance to Abolish Homelessness, Urban Coalition, Friendly House, the Phoenix Union High School District, and Phoenix Elementary School District, and several state senators, congresspersons, and city council members.

"The center is small enough that advisers and instructors can dedicate plenty of time and attention to students," according to Sue Burrola. "The idea is to be a helpful center, to go where the people are. Many would never set foot on a college campus, but this environment is welcoming, unintimidating."

She foresees that students could earn up to 15 credits at the center and then be confident enough to transfer to a Maricopa Community College (there are 10, and a Maricopa Skills Center). There, students can earn two-year degrees and then perhaps transfer to a state university.

Tuition at the CCC is $37 a credit hour. Some of the center's courses will be one credit hour in order to keep the costs very low.

"I plan to take English here until I can speak it well. It's the perfect school for me because I don't just learn the language; I have a place where I can practice it with a lot of people. I don't want to stop," says María.

During the first half of her life in Mexico, María attended school until the seventh grade. Later she moved with her family to south Phoenix, where she cared for a busy household of her husband and six children. One child still lives at home, and María attends to his special health needs. Today, she pinches herself to make sure that her dream of a broader education is coming true.

It is. Teachers, counselors, and staff of the City Colleges Center told María, "You can do it!" Today, she says simply, "It's true. I AM doing it!"

Kansas GED Student a High Scorer

Community College Takes a Bow

MORE THAN 800,000 PEOPLE COMPLETED THEIR GED HIGH SCHOOL EQUIVALENCY DEGREES LAST YEAR ACROSS THE U. S., ITS TERRITORIES, AND CANADA, AND ONE OF THE TOP SCORES IN THE NATION WAS RECORDED IN GARDEN CITY, KAN., POPULATION 28,000.

Froylan Martínez, an immigrant from Mexico who also completed his studies in ESL at the Garden City Community College Adult Learning Center, was named one of the top 74 GED students in North America. He also attained the highest score in Kansas among individuals taking the GED test in Spanish.

"This is an outstanding accomplishment," said Nancy Harness, ALC director, speaking of Martínez.

The GED tests are given not only in the United States but also in Canada and in all the U.S. territories, according to Carol Edmonds, ALC instructor.

Harness noted that 168 people completed GED degrees during the past year at the center and took the battery of five standardized tests in English. Another 42 students were tested over the same material in Spanish. Forty-six of those 210 graduates elected to participate in GCCC's 77th commencement ceremony last spring, getting fitted for caps and gowns and crossing the stage with the community college's degree and certificate graduates.

According to the American Council on Education, an average GED graduate has a slightly higher literacy level than an average U.S. high school graduate.

> ***"At level four, these folks are beginning to have a vision beyond themselves. They're no longer learning English just for use in daily living and on the job, but many of them are also starting to see that they might be able to go on and get a degree."***
>
> ROGER HAMILTON, ESL INSTRUCTOR, GARDEN CITY COMMUNITY COLLEGE ADULT LEARNING CENTER

Hispanic and Southeast Asian ESL students with instructor Carol Edmonds at Garden City Community College Adult Learning Center.

Many students at the GCCC ALC, and at other sites across the nation, prepare prior to testing by receiving tutoring or enrolling in GED preparatory courses. Enrollment in Adult Basic Education, ESL, literacy, American citizenship, and GED classes at the local ALC ranges between 1,000 and 1,400 per year. The majority of those students, like Martínez, are men and women from minority backgrounds. Many are also recent immigrants. Statewide, Hispanics account for about 4 percent of the population, but in the Garden City area, they are 30 to 40 percent.

"This represents a success story of which you should be proud," Martínez was told in a letter from Joan E. Auchter, director of the Washington, D.C.-based GED Testing Service of the American Council on Education. Alas, the college learned of his success after he had already left the area, and has had no chance to congratulate him personally.

"Froylan is someone with tremendous potential," said Roger Hamilton, who taught an ESL class in which the honored student participated. "The people in this class just amazed me."

Hamilton explained that most ESL students–who are learning English after using Spanish or another language most of their lives–tend to balance their schooling with job and family responsibilities. In the class, they learn by reading news articles, working crossword puzzles, building social survival skills, and involving themselves in other group and individual learning efforts.

According to the American Council on Education, an average GED graduate has a slightly higher literacy level than an average U. S. high school graduate.

Of the six levels of ESL instruction offered by the college, levels four through six move the students from the ALC to the GCCC campus. "At level four," Hamilton observed, "these folks are beginning to have a vision beyond themselves. They're no longer learning English just for use in daily living and on the job, but many of them are also starting to see that they might be able to go on and get a degree."

Martínez, who is in his early 30s, also combined his GED and ESL progress with an artistic talent that was apparent to his instructors. Both Edmonds and Hamilton noted that his pencil sketches–in and outside class–were outstanding and expressive.

Though Martínez has left the ALC, others arrive regularly to take their own places in the center's crowded classrooms. Determination to achieve, said Harness, is a hallmark of many who enroll.

In the class, ESL students learn by reading news articles, working crossword puzzles, building social survival skills, and involving themselves in other group and individual learning efforts.

WORKPLACE SUCCESS, OTHER STRENGTHS

Recently the Kansas State Board of Education conducted an on-site evaluation at the center, and specifically credited the program's managed enrollment and orientation process for GED and ESL instruction. Harness is proud of the fact that the ESL program was ranked among the best in Kansas.

To help students to an even greater extent, the ALC recently launched a six-week workplace success program. The effort is designed to arm public assistance recipients with work skills so they can move quickly and effectively to productive employment. Also new at the ALC is the incorporation of the former Community Vision Now program into its Family Resource Center.

Other ALC strengths cited by the state board were a local advisory council that assists the center's planning, and efforts to network and go online with a computer lab incorporating Internet access with instruction.

But the strongest evidence of success doesn't appear in program outlines, evaluation reports, or grant applications for ALC funding. Instead, it appears on the faces of people who come to the center in search of the means to make better lives for themselves–people like Froylan Martínez.

Submitted by Steve Quakenbush, Garden City Community College

Affirmative Action and the Community College

BY
GLORIA TRISTANI

> ***"It is one thing to have an affirmative action program on paper at your institutions, and it is another thing to be a true advocate of a strong, affirmative action program for faculty, students, staff, and administrators."***
>
> GLORIA TRISTANI, COMMISSIONER, NEW MEXICO STATE CORPORATION COMMISSION

When the Western/Pacific Region of the Association of Community College Trustees held its 1997 Seminar in Keystone, Colorado, the keynote speaker was New Mexico State Corporation Commissioner Gloria Tristani, the granddaughter of long-term New Mexico legislator, the late Senator Dennis Chávez.

Tristani's topic was "Affirmative Action: Improving Diversity at Community Colleges." Her audience was approximately 400 community college trustees and chief executives from the U.S. and a few from Canada.

Following are excerpts from her address:

It has been defined by the U.S. Commission on civil rights as "Any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from occurring in the future."

Affirmative action is in essence a conservative remedy for eliminating the racial and gender discrimination which has been present in our society. Affirmative action is a conservative public policy designed to remedy discrimination.

Contrary to misinformation put out by opponents of affirmative action, it does not establish quotas, nor does it call for hiring of unqualified individuals, nor does it call for the admission of unqualified individuals to our schools.

Affirmative action is today more controversial than in 1961 when President John F. Kennedy issued an executive order requiring federal contractors to "take affirmative action" to ensure that job applicants and employees were treated equally.

Now, is there a need for affirmative action programs in institutions of higher learning and community colleges?

I would propose to you that we are nowhere near being an integrated or fair society. To the contrary, there is still systematic discrimination in our country. One only has to look at statistics–and compare how minorities fare vis-a-vis other groups in the standard of living and levels of employment and education. Yes, there is still a place for affirmative action.

As trustees of community colleges, you should all be concerned and informed about the status of

Gloria Tristani, Commissioner,
New Mexico State Corporation Commission

affirmative action, especially in your respective institutions. As public servants, you give generously of your time, and sometimes, if not often, you have to make tough decisions for the good of your institutions and the students you serve.

It is one thing to have an affirmative action program on paper at your institutions, and it is another thing to be a true advocate of a strong affirmative action program for faculty, students, staff, and administrators.

As you know, the 1,100 community colleges identified by ACCT play a critical role in the higher education system in the United States. In my home state of New Mexico, the number of students enrolled in the public two-year institutions has surpassed the number of students enrolled in the four-year institutions. According to the most recent data available on enrollments in New Mexico, Fall 1996, 52,912 students were enrolled New Mexico's two-year institutions, and 47,076 students were enrolled in the state's four-year institutions. A total of 39.8 percent of all students enrolled... were identified as ethnic minority students. But a more **significant** number of minority students were enrolled at two-year institutions. Ethnic minority students accounted for 38.6 percent of the student population at the four-year institutions and 49.3 percent at the two-year institutions.

In New Mexico, as in other states, two-year institutions receive less funding per student than do four-year institutions... despite the fact that public two-year institutions generally work with a more diverse student population, in need of more remedial programs and services than their counterparts at four-year institutions. This is largely because of the open admission policies of most of the two-year public institutions in the nation.

At the national level, out of 12,262,608 students enrolled in undergraduate programs in institutions of higher education in 1994, 5,528,809 were enrolled in community colleges, accounting for 45 percent of all undergraduates. Public two-year institutions accounted for 5,308,306, and private two-year institutions, for 221,243.

I will focus on public two-year institutions since private two-year institutions are segregated, i.e., predominantly white. There is very good news on the public two-year institutions front, where minorities are enrolling in considerable numbers. Of the students enrolled in these institutions from 1976 to 1994, the majority were white, non-Hispanic.

But the percentage of the white students has been declining steadily since 1976 as the demographics in our nation change. The minority population rose from 734,500 in 1976 to 1,519,300 in 1994, or from 19.1 percent to 27.9 percent. The fastest growing ethnic group enrolling in those years was Asian/Pacific Islanders. The student population of this group went from 2 percent to 5.6 percent from 1976-1994. The percentage of Latinos went from 5.4 percent to 10.4 percent during those same years.

While the two-year institutions are doing very well in enrolling ethnic and racial minority students, they are not doing so well when it comes to hiring administrators, faculty, and staff members. Two-year public institutions are in need of affirmative action for the professional staffs in the executive, administrative, and managerial area; the faculty area; and in support services.

Out of the 20,983 executive/administrative and managerial positions at the two-year institutions, whites continue to occupy the overwhelming majority of the positions, accounting for 16,944 or 80.8 percent of all these positions. African Americans account for 1,889 or 9 percent of these positions, while Latinos make up 1,595 or 7.6 percent. Asian/Pacific Islanders account for 279 or 1.3 percent, and Native Americans make up 240 or 1.1 percent.

In the faculty ranks, the numbers are even more dismal for minorities. Whites account for 85,614 or 88.1 percent of the 97,206 full-time faculty members, African-American members make up 1,889 or 2 percent, Latinos make up 2,798 or 2.9 percent, Asian/Pacific Islanders 2,005 or 2.1 percent, and Native Americans 620 or 0.60 percent.

Out of the 28,747 individuals employed in the professional supportive services category, white, non-Hispanics account for 22,583 or 79.5 percent, African Americans make up 3,615 or 12.6 percent, Latinos make up 1,600 or 6 percent, Asian/Pacific Islanders make up 612 or 0.02 percent, and Native Americans make up 286 or 0.01 percent.

You might wonder why I am giving you so many figures and statistics. Some of you might be aware of these figures, and some of you might not. But all of us need to be reminded of them. We need to be conscious of where there is work to be done and where there is a need for affirmative action.

Not surprisingly, ethnic minority members are underrepresented in the better-paying and more prestigious jobs, particularly when compared to the large number of minority students being served in these institutions. And as one might expect, ethnic minorities are better represented in the non-professional categories. In these areas of Technical, Clerical and Secretarial, and Service/Maintenance, whites make up 71 percent or 32,486 out of 45,196 individuals employed; African Americans make up 14 percent; Latinos 7.1 percent; Asian/Pacific islanders 2.9 percent; and Native Americans 0.70 percent.

In conclusion, the two-year public institutions of higher education—our community colleges—are playing a vital role in educating our diverse population. You are doing a good job in educating our minorities. Much work needs to be done, however, in terms of recruiting, hiring, and retaining ethnic minority employees in your respective institutions. This can only be accomplished with strong, dedicated leadership at the trustee and executive levels of your institutions.

If you do not have strong leadership in your institutions demanding meaningful and fair hiring practices that do not discriminate against qualified women and ethnic minorities, that status quo will remain in place. Affirmative action is one approach to redressing the inequities of hiring and promotion in your institutions. I challenge you to use it. It is not perfect, but it is much better than anything else we currently have.

To abandon affirmative action programs, as many today advocate, will only result in major racial problems on our campuses, in our communities, and in our nation. I challenge you to return to your institutions to fight for what is right and what is fair. Affirmative action is a good public policy that can and will improve diversity in our community colleges and in America.

Bold Leaders Tomorrow's Teachers Spanglish Debate Lizama Exhibits at Smithsonian

OCTOBER 31, 1997 • $3.75 VOLUME 8 • NUMBER 5

THE HISPANIC Outlook IN HIGHER EDUCATION

DIGNITARIES CELEBRATE WASHINGTON SQUARE OPENING

King Juan Carlos I of Spain Center, NYU

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

Internet: http://www.HispanicOutlook.com
email to pub@HispanicOutlook.com

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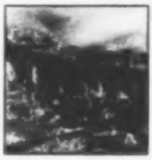

Barry Photographer Earns Acclaim

Silvia Lizama entered the field of photography while an undergraduate at Barry University. Exhibited at the Smithsonian Institution this summer, her work now tours the country.

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Tomorrow's Teachers

BY
GUSTAVO A. MELLANDER

ALTHOUGH HE HAS NOT CHARACTERIZED HIMSELF AS THE "EDUCATION PRESIDENT," CLINTON HAS CLEARLY IDENTIFIED EDUCATION AS A MAJOR CONCERN DURING HIS SECOND TERM IN OFFICE.

His $350-million initiative to attract talented people from all backgrounds into teaching at low-income schools across the nation is yet another indication of his determination to provide educational opportunities to all.

Clinton's new initiative is sharply focused to bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. Since a vast majority of Hispanics live in those areas, such a program would affect thousands of them.

> ***Clinton's new initiative is sharply focused to bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years.***

But to succeed, the quality of teacher education has to be improved as well. Clinton's proposal is crafted to upgrade the quality of teacher preparation at institutions of higher education by encouraging them to work in partnership with local schools in inner-city and poor rural areas. The president's initiative is thus focused to recruit and prepare teachers nationwide to help our neediest students succeed.

To recruit and educate excellent teachers for those classrooms that need them the most is indeed a national challenge. Authorities such as Secretary of Education Richard Riley have predicted that nationally two to three million teachers must be hired over the next decade. They will be needed to serve rapidly growing student enrollment and to replace an aging teaching force.

The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years. These schools serve tens of thousands of Hispanic students and will provide the opportunity to employ thousands of Hispanic teachers.

Urban and rural schools serving high percentages of poor students have long faced especially serious challenges, with many teachers arriving without being fully qualified or prepared to succeed. It has led to students' being poorly served. Within a short time, many of these misplaced teachers quit—frustrated and defeated. In urban districts, up to 50 percent of new teachers leave the profession within the first five years.

In high-poverty areas across the U.S., which house so many Hispanic students, one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting the national challenge will require providing a sufficient number of well-prepared teachers in all fields to fill the expected vacancies in urban and rural schools.

TEACHING FELLOWS

The president's initiative would provide competitive five-year grants through which fellowships could be offered to prospective teachers who commit to teach in under-served urban or rural schools for at least three years. The grants would be provided to institutions of higher education with superior teacher preparation programs. Fellowships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program—as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching.

ROLE OF HIGHER EDUCATION INSTITUTIONS

The initiative would fund 10 to 15 national "lighthouse" models of excellence. These institutions of higher education would be selected from those offering the highest quality teacher education programs in the nation.

Each institution receiving a "lighthouse" grant would be required to use the majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs. The goal is to assist 150 institutions altogether. Part of their institutional commitment would be to place a large number of graduates in high-poverty urban or rural schools.

Selected colleges of education would have to employ proven and effective strategies, such as forging strong links between schools of education and their universities' departments of arts and science; providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms; and incorporating the use of educational technology into teacher preparation. Continuation grants would be given to institutions making demonstrable progress toward clearly defined objectives.

By drawing on tested research and best practices and by holding institutions of higher education accountable for their performance, a significant breakthrough could be achieved in the type of education most Hispanics receive.

Will Congress support Clinton's initiative? That remains to be seen. But if only a part of the proposal is funded, thousands of Hispanic students will benefit. HO

Dr Mellander is a professor at George Mason University

Unparalleled Access to the World

King Juan Carlos I of Spain Center, NYU

BY
JEFF SIMMONS

> ***"As Spain was mother to the first universities in the New World, we must look forward to expanding and intensifying the links of learning and culture between the universities of Spain and the universities of the United States."***
>
> JOHN BRADEMAS, PRESIDENT EMERITUS, NEW YORK UNIVERSITY

The BUILDING USED TO HOUSE A STUDENT DORMITORY, JUDSON HALL. Overlooking Washington Square Park in Manhattan's Greenwich Village, it was home to countless students who slept and studied within its sturdy walls. Years later, the 19th-century edifice has become home to an even nobler cause: it is now the King Juan Carlos I of Spain Center.

Earlier this year, in a ceremony filled with pomp and politics, New York University (NYU) unveiled the center to a media throng and announced a mission to play a pivotal role in the interdisciplinary study of Spain and the Spanish-speaking world.

"Our commitment is to give our students unparalleled access to the world," said NYU's president, Dr. L. Jay Oliva, as he stood by First Lady Hillary Rodham Clinton and King Juan Carlos I.

King Juan Carlos I of Spain Cente

First Lady Hillary Rodham Clinton (left), joins with Queen Sofia and King Juan Carlos I of Spain at the unveiling of NYU's exciting new center.

Richard Gardner, the United States Ambassador to Spain, Antonio de Oyarzabal, Spain's Ambassador to the United States, and Esperanza Aguirre, Spain's Minister of Education and Culture, attended the center's formal opening and also an academic procession, a ceremony that the college president emeritus Dr. John Brademas characterized as "the most important bridge between our two countries."

"Our center is unique," said Brademas, in a subsequent interview with *HO*. "This is not going to be a department of Spanish language and literature. This center," he says, "will be much, much more."

The center appears to be the most comprehensive, university-based or college-based resource of its sort. National experts are unfamiliar with one so ambitious and multi-tiered, and say that its development is rooted in a growing national recognition of the historical influence of Spain on the New World.

"The development of a center focused on Spain marks an intellectual remapping going on in American society and American higher education," said Dr. Carol Schneider, executive vice president of the national Association of

His Majesty, King Juan Carlos I of Spain, and the artist Hernán Cortés with the portrait that will hang on the King Juan Carlos I of Spain Center at New York University.

> **"Our commitment is to give our students unparalleled access to the world."**
>
> DR. L. JAY OLIVA,
> PRESIDENT,
> NEW YORK
> UNIVERSITY

American Colleges and Universities.

Schneider recalled that during her schooling nearly 30 years ago, she listened to a speech claiming that Spain would be the next "important frontier" for historical study. But then decades passed without much more than this public prediction. Now, she says, institutions of higher learning have become more cognizant of the Spanish influence, largely due to the accelerated growth of the Hispanic and Latino populations in the United States.

"You no longer can say 'we're going to study Spanish people in Spain' any more than you can say 'we're going to study African Americans in Africa.' You have to look for them all over the New World," Schneider said. "African Americans are the most conspicuous minority, but Latinos also are underadvantaged in this society as far as academic achievement. If you look comparatively, they are still struggling to make their way. So there's been a mobilization of public resources in the past 25 years, and it's now starting to bear fruit.

"A center of this sort means that an institution is putting significant, hard money into building a facility and building scholarly resources, building a real intellectual presence. Once that begins, you'll see the influence across the entire curriculum."

That's an expectation held by NYU.

"There are a lot of centers for Latin American studies throughout the country. Those can be traced to a boom in Latin American studies that really started with the Cuban revolution," said Dr. James Fernández, the center's acting director and a Spanish literature specialist who spent seven years in Yale's department of Spanish and Portuguese.

"Spain has had a successful if not peaceful transition to democracy in the mid-'70s. Unfortunately, we tend to pay attention to problems. This is the case with the press as well. Spain was hardly ever talked about in the American press, unless it was in connection with terrorism or an outbreak of violence. Otherwise, Spain was very much neglected because to most Americans, it was not newsworthy, because it was now functioning as a peaceful democracy..."

Says Brademas, "This center wants to combat that, to go against the complacency...That's one of the goals of the center."

It was largely due to Brademas' lifelong fascination with Spanish culture that the center was able to swing its doors open in April, backed by nearly $10 million in donations and funding, primarily from Spanish foundations and corporations.

Brademas, a former United States congressman, became NYU's president in 1981. During his installation address, he stressed the university's responsibility to strengthen its role in international education. Two years later, he awarded King Juan Carlos I an honorary Doctor of Law degree and revealed that he wanted to create a center in the king's name.

"You will find departments of Latin Literature, but you won't find any that focus on Spain," said Brademas, who began fundraising in 1989 to found the center.

"Fundamentally, it is academic, with a focus on teaching and research on modern Spain—its history, politics, and economics." Even after he stepped down as president in 1992, he continued the campaign.

The center—which is still evolving and growing—expounds other purposes, as well. It will provide cultural outreach and is already hosting symposia, concerts, cinema and art exhibitions, and poetry readings on Spain and the Spanish-speaking world. The center also serves a public affairs role, bringing together Latin American diplomats, academics, and politicians to meet with their American counterparts.

Already the center has hosted addresses by the former Spanish Prime Minister, Felipe González, and the Mayor of Barcelona, Pasqual Maragall, and a weekly film series, *Spain and Latin America in the Historical Imagination of the U.S.*

"Spanish is now the second language of the United States. In New York City, 25 percent of the people speak Spanish," said Brademas. "This center can make a contribution toward the education not only of Spanish-speaking persons but other students interested in the politics, economics, and social and cultural backgrounds of a country of some 40 million people, which is the mother country of this larger culture."

A recent survey by the Modern Languages Association of America reported that there are more than 600,000 college students enrolled in Spanish courses, greater numbers than for all other foreign languages combined. At NYU, in the spring semester alone, more than 1,300 students were enrolled in Spanish courses.

> ***"A center of this sort means that an institution is putting significant, hard money into building a facility and building scholarly resources, building a real intellectual presence. Once that begins, you'll see the influence across the entire curriculum."***
>
> DR. CAROL SCHNEIDER, EXECUTIVE VICE-PRESIDENT, AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES

Additionally, the center will offer tutoring and curriculum development aid to students, and its founders predict it will accommodate thousands each academic year. A chief goal is to allow users to explore past and present Spanish culture.

When they step inside, students will find a relaxing reading area, an open patio behind the Washington Square South structure, and walls adorned with works of Spanish artists. The decor is purposely sparse, simple, and calming: dark, blue tile walls, a wooden ceiling, and a spacious lobby.

The university's student body is not the only one using the center, which has attracted a diverse group from the community to its free lectures, films, and book presentations, said the center's associate director, Carolyn Kahn, who has studied in Toledo, Spain.

"It's been a very broad audience," Kahn said, "one that is leading the center's founders to realize that it is filling a much-needed void.

"Spain traditionally has been marginalized in discussions of Europe, which really don't take into account the enormous changes that have taken place there. It's a very vibrant community, an economic and political system, and it serves as a model for many countries in both central Eastern Europe and in Latin America. It's a viable place to study, and it's an important place to study."

Schneider, of the AACU, said the center is a further expansion of similar centers at a smattering of universities, largely on the West Coast, that have focused on Latino or Chicano history and culture. Most often, the goal has been to braid efforts into the curriculum.

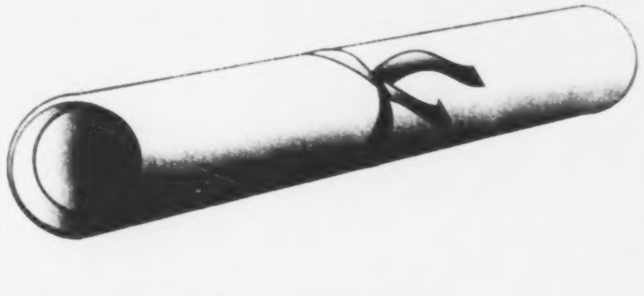
"When students took Western civilization courses, there was a very clear path from the ancient world to the modern world. You studied Greece to Rome, to the high Middle Ages, the 17th- and 18th-Century revolutions, to the American Revolution, the Industrial Revolution, and the making of the 20th Century. You never even **looked** at Spain in the past, although it was thought that important institutional paths emerged from there...Now, you're going back and taking a look at what was the Spanish influence, what were their contributions."

The center has been searching for a permanent director and this fall kicked off a $6-million-dollar fundraising endowment campaign.

"It is remarkable how few endowed professorships there are for Spain and the Spanish-speaking world," Fernández said. "This is an exciting initiative that we hope will put on solid footing the actual programming of the center for the foreseeable future, for the next 100 years."

Brademas imbued his speech with just that sentiment when he stepped up to the podium at the dedication ceremony and spoke of the century soon to begin. "As Spain was mother to the first universities in the New World," he said, "we must look forward to expanding and intensifying the links of learning and culture between the universities of Spain and the universities of the United States."

The Honor Roll



Arizona State University

Mars, Math and Matriculation

BY ROGER DEITZ

Christine Wilkinson Vice President for Student Affairs
Arizona State University

APPLICATIONS FOR ADMISSION TO THE FIRST-YEAR-STUDENT CLASS AT ARIZONA STATE UNIVERSITY ARE WELL UP IN NUMBER THIS YEAR. IN FACT, ADMINISTRATORS SAY THAT "APPLICATIONS ARE ARRIVING BY THE BUSHEL" AT THE ADMISSIONS OFFICE, AN INCREASE OF ABOUT 14 PERCENT ABOVE LAST YEAR'S RATE. AS A RESULT, THIS YEAR'S FIRST-YEAR-STUDENT CLASS IS LARGER BY WELL OVER 600 STUDENTS.

Some attribute the climb to last year's Rose Bowl appearance by the mighty Sun Devils football team. Others are more inclined to cite and credit another statistic, one that shows student retention up by 3 percent at each class level, and this is not a fluke.

ASU President Lattie Coor identified retention as a priority in 1993, and since then the school has made "a relentless push" for additional class sections, smaller class sizes, greater access to faculty, and better student support services. Now, Arizona State University students, particularly students of color, are graduating in greater numbers. That's one reason ASU is on this issue's ***Hispanic Outlook*** Honor Roll. The other reasons? You might say that ASU science and engineering is out of this world. Here's why.

Arizona State University scientists played key roles in the recent Mars landing. ASU faculty and researchers designed and manufactured various component parts for use in the Mars exploration project, and currently hold important positions on the imaging team that is viewing and analyzing the Martian landscape.

ASU enjoys a national reputation as a prominent research center and is designated a Research I-level institution, marking its leadership position in today's scientific and academic community. Last year the National Science Foundation awarded $4.2 million to ASU's Materials Research Science and Engineering Center to invent a variety of new materials, conduct educational outreach, and collaborate with industry.

Arizona State University's main campus in Tempe produces more graduates than does any other university in the state, and because of its location, it is the center of academic, cultural, and social activities for the greater Phoenix area.

ASU Main offers 82 bachelor's degree programs, 95 master's degree programs, 48 doctoral programs, and a JD degree in law. In 1995-1996, ASU Main awarded 5,727 bachelor's, 1,962 master's, 315 doctorate, and 138 professional degrees. There are more than 6.4 million volumes on microfilm and 3.1 million bound volumes in Hayden Library, Noble Science and Engineering Library, Ross-Blakley Law Library, the Music Library, the Architecture and Environmental Design Library, and the University Archives.

Speaking of architecture, the signature building on campus, Gammage Auditorium, was designed by Frank Lloyd Wright and completed in 1964. The hall seats 3,000 and is noted for its excellent acoustic properties, which are enhanced by the unique design feature—the detachment of the grand tier and balcony from the rear wall, permitting sound to fully surround every patron. The stage accommodates a symphony orchestra and the immense 2,909-pipe Hugh W. Long Memorial Organ. In recent years, Gammage Auditorium has become an entertainment mecca for the Phoenix community.

In athletics, ASU is a member of the National Collegiate Athletic Association, and fields competitive teams in a wide range of sports through the Pacific-10 Conference. ASU has won 24 men's and 17 women's conference championships since 1980. During that period, ASU also garnered 31 men's and 28 women's national championships. Other aspects of campus life include a wealth of opportunities for student involvement on campus where, by every measure, diversity flourishes. More than 300 student organizations create a vibrant student life, and there are numerous coalitions for students of color to join to enhance student interaction and communication.

Arizona State University enrolled 31,859 undergraduate and 10,604 graduate students in the fall 1996 semester. Seniors, not first-year students, compose the largest class, representing more than 25 percent of the entire student body and a third of the undergraduate class. This large student population contains students from every state and from 118 countries. Hispanics have the highest representation among ethnic minorities in both the undergraduate and graduate student classes. In the undergraduate class, 10.2 percent of the enrollment is Hispanic, 2.9 percent African-American, 2.1 percent Native American, and 4.4 percent Asian American. The graduate student profile shows 6.7 percent to be Hispanic, 2.2 percent African-American, 1.5 percent Native American, and 3.3 percent Asian American.

When retention was placed high atop the list of ASU's presidential priorities, the word went out to do whatever was necessary to serve the needs of those students who were not being helped. As a result, 43 additional sections of first-year-student math courses were added in the last two years, and the average class size dropped from 98 to 38. The outcome is that the success rate in the intermediate level algebra class has gone from 42 to 70 percent. Three quarters of the 4,000 students who take the first-year-student algebra course now succeed, as opposed to 60 percent before the initiative.

This fall, ASU will have 234 sections of first-year-student English, up from 177 three years ago. The success rate in English 101 and 102 is up 6.3 over three years ago. The greatest advance has come with the lowest achieving beginning students. In times past, they might have been sent to remedial composition sections because of low test scores. Now, due to an initiative called the Stretch Program, developed by ASU three years ago, students have two full semesters instead of just one to cover the material in the English 101 course.

Christine Wilkinson, vice president for student affairs, acknowledges with pride the great increase in first-year-student enrollment and is buoyed by the success of ASU's retention efforts. She says, "All

Honor Roll Facts in Brief

INSTITUTION:
Arizona State University Main

LOCATION:
Tempe, Arizona 85287
(602) 242-6265

ESTABLISHED:
1885

ENROLLMENT:
42,463

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

TUITION:
$105. per credit hour in-state
$360. per credit hour non-residents

NUMBER OF FACULTY:
1,705 full-time
208 part-time

SPECIAL PROGRAMS:
Architecture and Environmental Design
Chicano and Chicana Studies
Social Work - BSW
Law

INTERNET (Website) ADDRESS:
www.asu.edu

of these initiatives are starting to have an impact. We don't want just to bring students in; we really want to help them graduate once they get here. We're reaching our goals for enrollment not just in numbers but in the type of students."

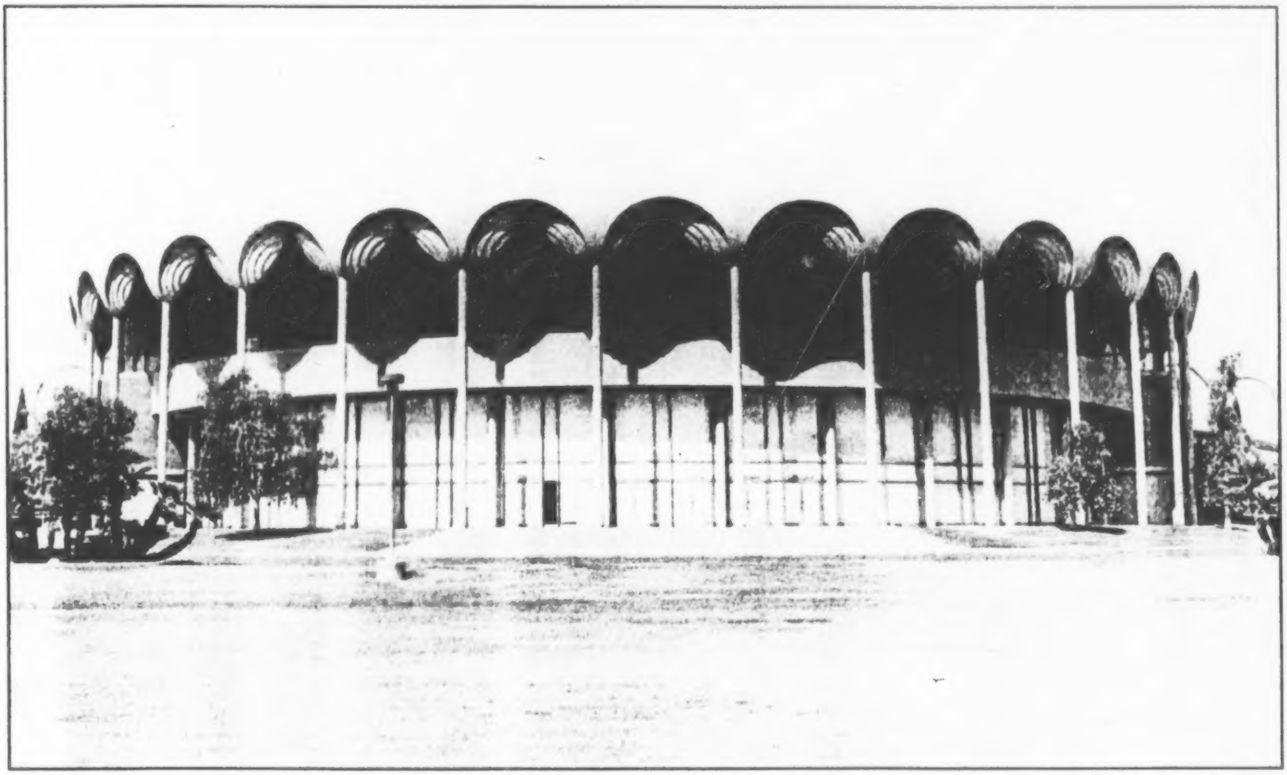
She adds, "We have given concentrated attention to recruiting and retaining high-ability students, and we're expecting a strong freshman class in both quantity and quality."

Students in the Stretch Program remain with the same instructor and group of classmates for one year. That helps them to develop a feeling of camaraderie and support. Now, nine out of 10 of these students succeed in English 101, and they pass the English 102 course at a higher rate than do the other students!

ASU Main also reaches beyond academics to prove its commitment to the community it serves. For the second year in a row, ASU's affirmative action small business program saw a growth in expenditures. Purchasing spent more than $60 million on small businesses in 1995-1996, with $6.3 million going to women-owned small businesses and $5.7 million on small businesses owned by minorities who have traditionally been at a socioeconomic disadvantage.

Other highlights from the past year: associate professor of history Arturo Rosales published *Chicano! History of The Mexican-American Civil Rights Movement*, a book based on the materials used for the four-part PBS series of the same name. Student Belén Martínez is one of 30 from across the country chosen to participate in the Congressional Hispanic Caucus Summer Internship in Washington, D.C. The undergraduate class scored other notable achievements in 1996: two 1996 Marshall Scholars—making ASU one of only seven schools to win more than one Marshall; a Fulbright Grant winner; a 1996 *USA Today* First-Team All American, the fourth in the last five years; six 1996 Woodrow Wilson Fellows, three 1996 Goldwater Scholars; and 10 Truman Scholars since 1991. This all helps to show that ASU is a university with a stellar record. In fact, out of this world.

With 43 sections of first-year-student math added in the last two years, average class size dropped from 98 to 38. The outcome: the success rate in intermediate level algebra has gone from 42 to 70 percent.



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Spanglish: For Better or For Worse?

BY
INÉS PINTO ALICEA

The Debate over Hybrid Language

> ***"The use of Spanglish has to do with bonding rather than needing it for communication. English is the language of business. Spanish is the language of emotions."***
>
> GUSTAVO PÉREZ FIRMAT, AUTHOR AND PROFESSOR, DUKE UNIVERSITY

The fast and furious debate over the Oakland, Calif., Board of Education's short-lived decision to use Ebonics as a tool to teach Standard English to African-American students has stirred a similar controversy over Spanglish.

"There has been more debate over languages in the last decade than since the post-World War I era, and that debate has arisen largely due to the growing number of immigrants and the movement to make English the official language," said Ana Celia Zentella, a linguist at Hunter College at the CUNY Graduate Center in New York and author of a new book called *Growing Up Bilingual: Puerto Rican Children in New York*.

Linguists and columnists have been debating for months—in the *New York Times*, the *Los Angeles Times*, and other publications—the merits of Spanglish and whether it should be recognized as an official language, whether it should be taught in schools, and whether it deserves more research.

In a March 28 *New York Times* opinion column entitled "Is Spanglish a Language?" Roberto González Echevarría, a professor of Hispanic and comparative literatures at Yale, wrote that Spanglish marginalizes people and "poses a grave danger to Hispanic culture and to the advancement of Hispanics in mainstream America."

Zentella disagrees, saying that it is "easy to blame disunity and discord on language differences and to make those differences the focus on why certain groups are not progressing."

Spanglish is a mixture of Spanish and English, and it comes in many forms. One form is what linguists call "code switching," which means a person begins a sentence in one language and finishes it in another. An example of this would be "I'll see you mañana." Another form of Spanglish is to borrow an English word and give it a Spanish pronunciation, like using the words "pollución" or "parquear" instead of the proper Spanish words "contaminación" and "estacionar" for the English words "pollution" and "park," respectively. A third form of Spanglish is the translation of commonly used English sentences or phrases into Spanish, resulting in a Spanish that is not standard.

"Elevating Spanglish to the status of language is saying that Spanglish is something worth teaching and worth learning," wrote Roger Hernández, a columnist for King Features Syndicate, in a recent article. "But the only thing Spanglish speakers will learn is that they are cut off from communicating with speakers of real English and real Spanish."

Felipe de Ortego y Gasca, professor of education in language acquisition, linguistics, and multicultural studies at Sul Ross State University (Texas State University System) in Alpine, Texas, is of a different school of thought. He said that Spanglish can signal a high degree of fluency in both languages.

"Languages are like consenting adults," Ortego y Gasca said. "Their mixtures enrich the discourse of expression. That mixture does not impoverish either language."

While Ortego y Gasca agrees

that Spanglish should not be considered an official language, he believes Spanglish deserves more respect than it gets, particularly since the mixing of languages is a reality of border regions, along the U.S.-Mexican border, for example, where Spanglish is common, and along the U.S.-Canadian border, where a mix of French and English is routine.

"Maybe some day Spanglish could be a language of its own," Ortego y Gasca said. "I'm not advocating that it become a language. I'm simply saying that it should be recognized as a phenomenon and it should be studied."

Traditionalists would argue, however, that Spanglish arises from ignorance or laziness and is a debasement of Spanish.

"Spanglish treats Spanish as if the language of Cervantes, Lorca, García Márquez, Borges, and Paz does not have an essence and dignity of its own," said Yale's González. "Spanglish is an invasion of Spanish by English."

Moreover, González argues that Spanglish is used primarily by poor, uneducated Hispanics who are illiterate in both languages.

"They incorporate English words and constructions into their daily speech because they lack the vocabulary and education in Spanish to adapt to the changing culture around them," González said.

Ortego y Gasca considers that type of comment pure elitism. He said that Hispanics, rich and poor, educated and uneducated, who know English and Spanish **perfectly** use Spanglish.

"I'm not a poor Hispanic, and I use it all of the time," he said. "As a professor of English and a native speaker of Spanish, I speak

> ***"Languages are like consenting adults. Their mixtures enrich the discourse of expression. That mixture does not impoverish either language."***
>
> **FELIPE DE ORTEGO Y GASCA, PROFESSOR,**
>
> **SUL ROSS STATE UNIVERSITY**

Felipe de Ortego y Gasca, Ph.D., Sul Ross State University

Spanglish—and that's not a sign of bad English and bad Spanish mixed together. It's what happens with languages in contact with each other."

González does recognize that Spanglish is unavoidable at times. Because English is used primarily in the field of technology, some English terms have been incorporated into the Spanish language—words such as "biper" for "beeper" and "computadora" for "computer." The rest of the time, Spanglish should just be avoided, he said.

"Why give in when there are perfectly good Spanish words and phrases?" he wrote.

Lilia Tullius, a Vista volunteer and teacher at the Opportunity Center for the Homeless in El Paso, Texas, said she felt the same way about Spanglish.

"It would make me mad when people spoke that way," Tullius said. "But since I've been working at the shelter, I have discovered that sometimes it is necessary to speak in Spanglish because people don't understand some of the English or the Spanish that is spoken to them."

González said in his column that educated Hispanics who use Spanglish have their own reasons for speaking in that form.

"Some are embarrassed by their background and feel empowered by using English words and directly translated English idioms," González said. "Doing so, they think, is to claim membership in the mainstream."

Gustavo Pérez Firmat, a professor of Spanish American literature at Duke University in Chapel Hill, N.C., and author of the book *Bilingual Blues*, a collection of poems in Spanish and English, disagrees, saying that he believes Spanglish plays an important role in helping people establish ties with one another.

"The use of Spanglish has to do with bonding rather than needing it for communication," he said. "English is the language of business. Spanish is the language of emotions."

Gustavo Pérez Firmat, author and professor, Duke University

> ***"There has been more debate over languages in the last decade than since the post-World War I era, and that debate has arisen largely due to the growing number of immigrants and the movement to make English the official language."***
>
> ANA CELIA ZENTELLA, LINGUIST, HUNTER COLLEGE

But González argues, "Spanish is our strongest bond, and it is vital that we preserve it."

Firmat, who came to the United States from his native Cuba when he was 11 years old, said he, like many bilingual people, undergoes a struggle with the languages. Sometimes he will forget an English word when he is speaking to English speakers and only the Spanish word comes to mind, or there are instances when he is speaking to Spanish speakers and forgets a Spanish word.

"It's a constant struggle," he said. "I feel guilty because I shouldn't forget Spanish. But I don't think using Spanglish means I am turning my back on my ethnicity."

Likewise, Ortego y Gasca wrote in a column published Jan. 27, 1997, in the *Hispanic Link Weekly Report* that the effort by the Oakland School Board to improve outreach to African-American students through the recognition of Ebonics was not the school board's way of debasing the English language.

"The Oakland School Board is not validating Ebonics as a language; it is simply seeking to deal with the linguistic phenomenon that is Ebonics by requiring teachers to become familiar with that phenomenon; from familiarity they can better help speakers of Ebonics to grasp the linguistic wherewithal of mainstream English," Ortego y Gasca said.

"For Oakland teachers to know something about Ebonics empowers their teaching," Ortego y Gasca added.

We can certainly agree that knowledge es poder.

Bold New Leaders in the Making

Institute Welcomes First Fellows: Seeks Second Cohort

NOVEMBER 21 IS THE DEADLINE FOR APPLICATIONS TO FILL REMAINING FELLOWSHIPS FOR THE HISPANIC BORDER LEADERSHIP INSTITUTE, WHICH PROPOSES "BOLD NEW APPROACHES" TO THE PREPARATION OF EDUCATIONAL LEADERS, PARTICULARLY FOR THE PUBLIC SCHOOLS AND COMMUNITY COLLEGES OF THE SOUTHWEST BORDER.

Four fellows are to be chosen to study at New Mexico State University and seven at Arizona State University beginning in fall 1998. They will be the second round of cohorts for the institute, established in 1996 to promote the education of Hispanics in the United States, according to Dr. Enrique Solís, executive director.

Hispanics are the fastest growing minority group in the country, yet they continue to be underrepresented in all measures of access and achievement in education, he says.

Through the institute, four southwestern education institutions—Arizona State University, New Mexico State University, Paradise Valley Community College, and Southwest Texas State University—have joined together to address issues that affect the education of Hispanics at all levels, K-16. The focus, according to Solís, will be to train "a new type of leader sensitive to issues of Hispanics, with an emphasis on ultimately influencing policy."

The institute is a five-year initiative funded in part by the W. K. Kellogg Foundation, which provided a grant of $2.9 million last fall. The HBLI Kellogg project is housed in the College of Education at New Mexico State University, where director Solís is an associate professor in the department of educa-

The HBLI Kellogg project includes combined doctoral fellowships and graduate assistantships of three years' duration, funded at $20,000 per year, board leadership training, policy institutes, and network formation.

Through a national search, the Hispanic Border Leadership Institute selected nine candidates, each to receive $60,000 from the W.K. Kellogg Foundation for a combined doctoral fellowship and graduate assistantship. They are from left: Fernando Quiz, Michelle Valverde, Esquio Uballe, Bonavita Quinto, Eugenio Arene, Janelle Taylor-García, Carlos Nevarez, Luis Quiñones and Miriam Muñoz-Quiz. (Photo by Matt Gray) tion, management, and development.

The HBLI Kellogg project has the following major components:

*Combined doctoral fellowships and graduate assistantships of three years' duration, funded at $20,000 per year. The award requires full-time study during the academic year as well as participation in summer institutes and seminars. Awardees may also serve in internships in educational settings on both sides of the U.S-Mexico border.

*Board leadership training for sitting and aspiring members of community college and public school boards of trustees and university boards of regents.

*Policy institutes for doctoral fellows, legislators, board members, and Mexico educators. A network formation including the fellows, board members, and policy-makers at state and national levels.

The institute's anticipated outcomes are the following:

*A systemic change-agent model for the preparation of leaders and professionals for public education and postsecondary institutions.

*A new way in which educational issues on the U.S.-Mexico border are addressed that emphasizes an international approach to problem-solving.

*A systemic change in the way societal institutions look at the issues related to minority education that will impact public policy.

*An exportable model that can be used to influence the education of minority students in educational systems K-16 in other parts of the United States.

The W. K. Kellogg Foundation was established in 1930 to "help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations."

The foundation targets its grants toward specific areas, one of which is youth and education and higher education. Supportive funding related to these areas is provided for leadership and efforts to capitalize on diversity. Grants are concentrated in the United States, Latin America and the Caribbean, and southern Africa.

The focus, according to Enrique Solís, the Institute's director, will be to train "a new type of leader sensitive to issues of Hispanics, with an emphasis on ultimately influencing policy."

Nine W. K. Kellogg Fellows, four of them women, were selected after a national search last year and are now beginning their doctoral studies.

The Kellogg fellows at New Mexico State University are Luis I. "Nacho" Quiñones of Silver City, N.M.; Bonavita Quinto of Taos, N.M.; Janelle Taylor-García of Albuquerque, N.M.; Michelle Valverde of Las Cruces, N.M.; and Miriam Muñoz-Quiz and Fernando Quiz, both of Del Rio, Texas.

Esiquio R. Uballe and Eugenio Arene, both of Austin, Texas, and Carlos Nevarez, of Modesto, Calif., will study at Arizona State University. All of the fellows bring extensive academic credentials to their doctoral studies.

Quiñones graduated from NMSU with a bachelor's degree in journalism in 1975 and received his master's degree in teaching from Western New Mexico University in 1990.

Quinto received her bachelor's degree in communicative disorders and Spanish from the University of New Mexico in 1986. She got her master's in Spanish from UNM in 1988.

Taylor-García received her bachelor's and master's degrees in elementary education from UNM in 1994 and 1996.

Valverde earned her bachelor's degree in sociology from the University of Arizona in 1987 and a master's degree in social welfare, management and planning from the University of California at Berkeley in 1992.

Muñoz-Quiz received a bachelor's in elementary education at the University of Texas-Pan American in 1983 and a master's in education administration from Sul Ross State University in 1995.

Quiz received a degree in management at Southwest Texas State University in 1983 and a master's degree in education administration from Sul Ross State University in 1996.

Uballe received his bachelor's degree in political science in 1982 from the University of Michigan and his master's degree in human services administration in 1989 at St. Edward's University.

Arene received a bachelor's degree in economics at the National University of Nicaragua in 1987 and a master's degree in political science from Southwest Texas State University in 1994.

Nevarez graduated from California State University-Fresno in 1994 with a bachelor's degree in sociology and Chicano studies. He received his master's degree in counseling at Arizona State in 1996.

Applications for fellowships are sought through a national search. Each of the Ph.D. candidates selected receives $60,000 for a combined doctoral fellowship and graduate assistantship over three years of study at NMSU. The process is monitored by a regional coordinating council and a national advisory panel.

The Coordinating Council of the Hispanic Border Leadership Institute includes Dr. Solís; Dr. Raúl Cárdenas, president, Paradise Valley Community College; Dr. Jaime Chahín, associate vice president, Southwest Texas State University; and Dr. Leonard A. Valverde, professor, College of Education, Arizona State.

The National Advisory Panel for the Institute includes Loretta Sanchez and Rubén Hinojosa, U. S. House of Representatives; Eddie Basha, Arizona Board of Regents; Armando Ruíz, Coast Community College District; Ramiro Guzmán, Dickshire Distributing; Richard Jonsen, WICHE; Cynthia Nava and Samuel Vigil, New Mexico State Senate; Eduardo Padrón, Miami-Dade Community College; Richard Pesquiera, The College Board; David R. Pierce, American Association of Community Colleges; Irma Rangél and Elvira Reyna, Texas State Representatives; Belén Robles, LULAC.

This story was prepared in cooperation with The New Mexico State University Communications Department and the Hispanic Border Leadership Institute.

Barry Photographer Earns Acclaim

Exhibits at Smithsonian; Safaris in Brazil

BY
MIREYA NOVO

BARRY UNIVERSITY HAS BECOME A FAMILY TRADITION FOR THE LIZAMAS. IN 1960, SOON AFTER FLEEING CUBA'S POLITICAL TURMOIL, THE FAMILY SETTLED IN MIAMI SHORES. SHORTLY AFTER THAT, MARTA LIZAMA CAME TO WORK AS A SECRETARY AT BARRY. SHE WORKED AT THE UNIVERSITY FOR 25 YEARS, AND, AS TIME PASSED, ALL FIVE OF HER DAUGHTERS GRADUATED FROM THE UNIVERSITY.

There has been at least one member of the Lizama family at Barry University on and off since the early '60s.

"I grew up two blocks from here and had gone to Catholic school, so it was a logical choice," says Silvia, Barry University '79, the youngest of the brood and an associate professor in fine arts since 1987. Her family gatherings are like Barry Alumni reunions, particularly if all the sisters attend: Marta '72, Ana María '76, Elena '78, and María '83.

Silvia admits to once being an ambivalent student. It wasn't until her junior year at Barry that she discovered her calling. "I didn't really know what I wanted to do, so I was taking the same courses as my sister Elena, who was only a year older than me," she says. "I finally made up my mind when I took a course in fine arts and realized that was what I really loved, although I didn't know if I could make a living at it."

She dabbled in theater lighting and set design, and ceramics, and initially enrolled in a photography course just to capture her creations on film. Silvia soon found herself captivated by this new form of artistic expression.

Steve Althouse, a photography professor at Barry for 20 years, is quick to praise Silvia, the superlative student who became his colleague. As an instructor in the late '70s, he assigned Silvia a project that involved hand-coloring black and white photos with oil paints, a technique that pre-dates color photography. Hand coloring has since become her trademark. "She was hooked," recalls Althouse. Silvia agrees. "Right away, I bought a kit and began coloring, and I've been coloring everything ever since."

After receiving her BFA from Barry in 1979, Silvia worked at Exposures, a photography gallery in Coral Gables owned by established photojournalist Mario Algaze. Algaze became her mentor, and they still maintain a professional collaboration. "She's one of my greatest discoveries," he beams.

"I-95 Construction," a 1994 hand-colored photograph by Silvia Lizama '79, more resembles Roman ruins.

Following a stint at the gallery, Silvia pursued an MFA at the Rochester Institute of Technology in upstate New York. In 1983, degree in hand, she returned to Miami to pursue freelance photography. She also began to teach. Teaching, she explains, is not only rewarding; it also allows her to do the work she likes.

As seen through Silvia's lens, I-95 worksites are transformed into quasi-mythical structures that could easily be mistaken for Roman ruins.

A busy professional who is a wife and mother of two young sons, she often finds inspiration in the commonplace. While commuting on Broward Boulevard, she became intrigued with images she uncovered among construction and debris. "They looked beautiful," she says. As seen through Silvia's lens, in fact, these I-95 worksites are transformed into quasi-mythical structures that could easily be mistaken for Roman ruins.

She concedes that her subjects do not make conventionally pretty pictures. "They're not images that people would want to decorate around," she says with a smile. Yet she has found critical recognition and the support of corporate clients. Lizama is one of 39 artists selected to participate in the Smithsonian Institution's summer exhibit, "American Voices: Latino Photographers in the United States." This is the first large-scale group show by Latino photographers to be on view at the Smithsonian's International Gallery. A two-year traveling version will begin touring the country next year. Silvia has also won the Southern Arts Federation Fellowship Grant and the South Florida Consortium Grant.

In spite of her already hectic schedule, Silvia undertook a new project with characteristic zeal following a family trip to Mexico. While visiting a cousin, she learned of Cuban photos from the 1930s-1950s that had been left behind by a distant relative. "My cousin mentioned that these negatives were all over their house," she recalls. "They were going to be thrown away."

Her cousin brought some of the negatives to Miami during a Christmas visit. Dr. Roberto Machado, a self-taught amateur photographer who died in Mexico 20 years ago, had accumulated a precious historic legacy that would have never come to light without Silvia. Restoring the negatives became her mission; she believes it was well worth the year it took. Silvia, who never met Machado, observes, "He had an incredible love of photography and a love of Cuba."

The South Florida Museum of History exhibited the photographic retrospective in 1995. Machado received posthumous recognition for his work, and Silvia still hopes to publish the photographs in book form.

In the meantime, there's little time to waste. She traveled to Washington for the Smithsonian opening, prior to a photographic safari to Brazil with colleague and mentor Algaze.

Upon her return, she will continue to teach at Barry, where things have changed considerably since she first fell in love with photography two decades ago. The only thing that hasn't changed is the presence of a Lizama at Barry. There has been at least one member of the family here on and off since the early '60s.

Reprinted with permission from BARRY Magazine, *a semiannual publication of Barry University, Miami Shores, Fla.*

The Lizama family during a recent visit to Spain. From left, Marta Acha '72, Elena Ortiz '78, Silvia Lizama '79, Ana Goughan '76, and María Echavarri '83 pose with their parents, Marta and Felipe Lizama.

ASPIRA Conference Tejano Culture Calvin College Latino Media Studies

NOVEMBER 14, 1997 • $3.75 VOLUME 8 • NUMBER 6

THE HISPANIC Outlook IN HIGHER EDUCATION

ASPIRA LAUNCHES

BOLD NEW INITIATIVES

88

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1997 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

Cover photo courtesy of the University of San Diego

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A CAPITOL VIEW

Going to College

An Imperative, Not an Option

BY GUSTAVO A. MELLANDER

Most Hispanic families appreciate the importance of a college education. They know that higher education has historically been the gateway to opportunity in this country, normally assuring a lifetime of higher income and, invariably, more comfortable social circumstances. It might not be fair—but that's the way it is.

A college education is becoming ever more essential for unlocking the doors to opportunity. This will not abate. Getting a college education requires much time, effort, and careful planning by both parents and students. But, if successfully addressed, students will receive knowledge and skills that they will use the rest of their lives to help them succeed.

By going to college, Hispanic youth will be able to secure and keep better jobs. The world is changing rapidly. Many of the "good" jobs will rely on one's ability to absorb and dominate a variety of new technologies. A solid educational foundation can foster that ability.

> ***College graduates earn, on average, over $500,000 more during their working lives than do high school graduates.***

Money isn't everything—but it rarely hurts. On the average, a person who goes to college earns more than a person who does not. Someone with a two-year associate's degree earns more than a high school graduate, and on and on.

In 1995, a man with a college degree earned nearly 89 percent more than a man with only a high school diploma. A woman with a college degree earned nearly 73 percent more than her high school counterpart. In short, college graduates earn, on average, over $500,000 more during their working lives than do high school graduates.

HOPE SCHOLARSHIPS

Now as never before, college will be more accessible for thousands of Hispanics heretofore denied that opportunity. The new Hope Scholarship, authorized in the Balanced Budget Act passed and signed into law this summer, makes the first two years of college universally available. It provides students with a tax credit of up to $1,500—about the same as the average tuition at a local community college.

College juniors and seniors, graduate and professional students, and adults who want to go back to school can benefit as well. They are eligible for a "lifetime learning tax credit" worth 20 percent of the first $5,000 of tuition and fees through the year 2002 (and 20 percent of the first $10,000 beginning in 2003).

The new law also allows parents and grandparents to make penalty-free withdrawals from their IRAs to pay for higher education expenses. They may establish **new** Education IRAs, into which they may invest $500 per child every year to build up money, tax free, for college. The balanced budget agreement also provides the largest Pell Grant increase in two decades.

PARENTAL ENCOURAGEMENT

Ideally, preparing to succeed in college doesn't begin during the junior or senior year of high school—it begins long before a student sets foot in kindergarten.

Young children must be encouraged to anticipate and to expect to go to college. They must see education as a lifelong adventure and be encouraged and motivated to look forward to learning something new every day. They should take their studies seriously. They should take tough courses in middle school and high school.

Taking challenging courses will help them be accepted by and succeed in college. Research demonstrates that students who take algebra and geometry early, usually by the end of the eighth and ninth grades, are far more likely to go on to college than students who do not.

In a national sample, only 26 percent of low-income students who did **not** take geometry went on to college, but 71 percent of low-income students who **did** take geometry went to college.

> ***Only 26 percent of low-income students who did*** **not** ***take geometry went on to college, but 71 percent of low-income students who*** **did** ***take geometry went to college.***

It is common in other developed countries for students to master the basics of mathematics, algebra, and some geometry by the end of the eighth grade. By taking algebra early in middle and junior high school, students can move into chemistry, physics, trigonometry, and advanced placement courses before finishing high school.

The road to college is not easy, but it is not impassable. And the alternate path is far too grim. The rewards of going to college will be greater than ever for those Hispanic youngsters who persevere.

ASPIRA's Bold New Initiatives

Technology and Entrepreneurship

BY
GUSTAVO A. MELLANDER

> ***"We can continue the losing battle to maintain the dependence-creating programs of the past, or we can start producing our own wealth."***
>
> RONALD BLACKBURN-MORENO, ASPIRA PRESIDENT

"WE ARE IN A DEFINING MOMENT IN THE HISTORY OF OUR LATINO COMMUNITY. ...[W]ith all the benefits and wealth this society generates, and after decades of struggle, too many Latinos are still where we were years ago, in communities ravaged by crime, unemployment, illiteracy, violence, drugs, and hopelessness.

"Too many are still isolated and barely kept alive by an insensitive and often corrupt welfare system that deprives them of whatever self-worth and pride they once had as a people and which creates a dependence--both economic and psychological--that guarantees that they stay trapped and discriminated against."

Powerful words from the prepared remarks of ASPIRA's president, Ronald Blackburn-Moreno, at its national conference in October. And empowerment was his theme.

Dr. Antonia Pantoja, founder of ASPIRA. (Photo by Agnes Sánchez)

"Our community organizations, on whom so many rely, are dependent on government social programs that do not meet our needs, and on a few socially conscious foundations and corporations. We have gained some political power, but we lack the real power–economic power. We can continue the losing battle to maintain the dependence-creating programs of the past, or we can start producing our own wealth. This is the key to our future.

"We need a new community development movement in the Latino community... the development of young entrepreneurs who will invest in our communities, as well as a new type of community organization leader, people who can lead us, utilizing the forces of the new technologies, into a new era of self-reliance."

THE ASSOCIATION

ASPIRA's founder, Dr. Antonia Pantoja, inspired the initiative to develop entrepreneurship skills among community youth. But conference presenters insisted time and time again that there must also be a new spirit of entrepreneurship among Hispanic community service organizations, and that underlying these initiatives, there must be access to and proficiency in a variety of 21st-century technologies. Comfort with and mastery of the Internet, telecommunications, and adaptations yet to be invented must all be put to work for the Hispanic community and its organizations.

Over the past 36 years, ASPIRA has helped more than 250,000 Puerto Rican and Latino youth and their families to become leaders in their communities. ASPIRA, from the Spanish verb aspirar, "to inspire," has singlemindedly pursued its mission of empowerment of the Hispanic community through the development of its youth. All of ASPIRA's goals and activities spring from one basic belief: Puerto Ricans and Latinos have the collective potential to move their community forward.

> ***At a time when up to 40 percent of Hispanics drop out of high school, more than 90 percent of the Aspirantes go on to higher education. Moreover, most mainland Puerto Rican leaders today–whether they be in business, education, government, or other professions–are direct beneficiaries of the encouragement ASPIRA offered during their adolescence.***

With statewide offices in six states--Connecticut, Illinois, Florida, New York, New Jersey, Pennsylvania, and Puerto Rico–ASPIRA's 350 full-time staff and more than 1,000 volunteers serve 25,000 youth and their families every year. Working with youngsters, dubbed Aspirantes, the organization is committed to helping them succeed. ASPIRA programs emphasize educational enrichment, guidance, motivation, and leadership skills. All are encouraged to remain in school, to go to college, and to contribute to their community.

At a time when up to 40 percent of Hispanics drop out of high school, more than 90 percent of the Aspirantes go on to higher education. Moreover, most mainland Puerto Rican leaders today--whether they be in business, education, government, or other professions--are direct beneficiaries of the encouragement ASPIRA offered during their adolescence.

THE SPEAKERS

Aida Alvarez, President Clinton's administrator of the Small Business Administration, an Aspirante from New York, testified, "ASPIRA opens the door to a world of possibilities. It has served as a mentor to thousands of young Latinos, and as a catalyst for the success of the Hispanic community as a whole. Our challenge now is to find ways to inspire a new generation and to expose them to the culture of entrepreneurship. As SBA Administrator, I believe strongly in the promise that entrepreneurship holds for the next generation.

"History," she noted, "shows that a thriving small business community leads to job creation, economic self-sufficiency, a thriving community, and a strong democracy. It is no coincidence that Dr. Pantoja, who founded ASPIRA, has concluded that small business is essential to sustain and develop a strong community. She is working with the SBA to rebuild a community in rural Puerto Rico, where small business development leads the fight against poverty, joblessness and dependency. Dr. Pantoja is a legend. We Aspirantes are her legacy. It is our duty and our privilege to serve as a bridge to the next generation of Hispanic leadership."

Focusing on the enormous advances in technology and its role in developing business, speaker after speaker emphasized the need for a new vision of community development–one that would secure the commitment of local business owners to serve as men-

Dr. Antonia Pantoja, founder of ASPIRA, and Aida Alvarez, Small Business Administrative Executive. (Photo by Agnes Sánchez)

Ronald Blackburn-Moreno, president of ASPIRA (right), and House Minority Leader Richard Gephardt (Photo by Agnes Sanchez)

tors to emerging Hispanic business and youth leaders, as well as enterprising leaders in the nonprofit sector.

Faced with the fact that only 13 percent of all Hispanic households in this country have computers, ASPIRA decided to adopt technology as the conference's cross-cutting theme. The association believes that technology and entrepreneurship must be part and parcel of Hispanic training for the next century.

House Minority Leader Richard Gephardt, and Xavier Becerra, Chair of the Congressional Hispanic Caucus, urged attendees to acquire as much education as possible, particularly in the realm of technology, to network, and to seek new solutions to ongoing problems.

Youth entrepreneurship sessions at the conference addressed the related needs of youth leaders, adults, and community-based organizations, showcasing successful programs and funding opportunities.

Entrepreneurship presentations for nonprofits explored strategies for strengthening organizations, such as the effective use of technology to advance a mission, and included hands-on workshops that demonstrated how to create a business plan and a strategic communication plan.

As might be expected, the presentation by founder Pantoja was the emotional highlight of the convention. With a firm voice, a sparkle in her eyes, and a fiery determination that has served ASPIRA well for nearly 40 years, Dr. Pantoja, recipient of the 1996 Medal of Freedom Award, challenged a standing-room-only audience to join her in developing a new reality for the 21st Century.

She pointed out that Hispanics have long been willing to work hard and that there have indeed been a number of entrepreneurs in the community since the very beginning. But she noted that neither ASPIRA nor other social service agencies have ever trained Hispanics to be entrepreneurs. Instead they encouraged their youth to remain in school and ultimately prepared them for jobs in corporate America. That is to say, "we trained them to work for others." That has been very successful, but, she continued, she has now learned that it is best to train Hispanics to be entrepreneurs. She said she wished she had known the power and promise of entrepreneurship 36 years ago when she founded ASPIRA.

She spoke, too, of her present involvement in creating a model community in the mountains of Puerto Rico, where all who live there are focused on entrepreneurship. Dr. Pantoja congratulated the ASPIRA board on its two initiatives and urged all Aspirantes to contact her so she could teach them the lessons she has learned about self-reliance and entrepreneurship.

> ***"History shows that a thriving small business community leads to job creation, economic self-sufficiency, a thriving community, and a strong democracy. It is no coincidence that Dr. Pantoja, who founded ASPIRA, has concluded that small business is essential to sustain and develop a strong community."***
>
> ASPIRANTE AIDA ALVAREZ, SMALL BUSINESS ADMINISTRATION

Beckoning to the Bilingual

Latino Media Studies

BY

INÉS PINTO ALICEA

INTERESTED IN LEARNING HOW TO BE A FOREIGN CORRESPONDENT IN LATIN AMERICA OR LEARNING HOW TO EFFECTIVELY TARGET YOUR ADVERTISING TO A HISPANIC COMMUNITY OR SIMPLY FINDING OUT MORE ABOUT HOW THE MEDIA PORTRAYS LATINOS/AS IN THE UNITED STATES?

Majors in the College of Communications at the University of Texas at Austin are able to pursue those avenues thanks to a special program developed by the college, a program said to be unique. Students in the college who are majoring in television, radio, film, advertising, journalism, or speech can take an additional 12 semester hours for a concentration in U.S. Latino and Latin American Media Studies. Students take one required course and nine hours of electives in upper-division work. A student must have a 2.25 grade point average to enroll in any upper-division course in the college.

"It's a pioneer program," said Rosental Alves, a professor in the college and the chairman of international journalism, a Knight Foundation Fellow, and a former executive editor of the newspaper *Journal Do Brasil* in Rio de Janeiro. "We believe it's the first of its kind. The international perspective that the program gives the students could be an important asset in this competitive job market."

Alves said the program complements the university's efforts to become a center for Latino and Latin American Studies. The university has a Center for Mexican Studies and an Institute for Latin American Studies. *Latino USA*, the only nationally broadcast English-language Latino news and cultural program, is produced jointly by the university's radio station, KUT-FM Radio, the university's Center for Mexican American Studies, and the Corporation for Public Broadcasting. The show airs on 200 radio stations across the country.

"It is important for Texas to have this kind of projection toward Latin America," Alves said. "Most of the focus has come from Florida. Having these kinds of programs puts this country in a competitive position in a global environment."

> ***"It's still evolving. We haven't promoted it widely because we've been implementing it."***
>
> PAT STOUT, ASSOCIATE DEAN FOR ACADEMIC AFFAIRS, UTA

Pat Stout, Associate Dean for Academic Affairs, UTA

Rosental Alves, Professor and Chairman of International Journalism, University of Texas at Austin

Pat Stout, the college's associate dean for academic affairs and an associate professor of advertising, agreed, saying, "Austin is a fertile place for this program to be offered."

She said that the college began offering the new concentration to its 3,800 students in the fall of 1996. The one required course is "Communication and Ethnic Groups." Electives are selected from an array of courses that includes "History of Mexican Cinema," "Third World Cinema: Africa and the Americas," "Hispanic Images and Counterimages," "History of United States Latino Media," "Latin American Media," "Narrowcasting," "Diversity Newsmagazine," "Latino Community Journalism," and "Mass Media and Minorities."

"It's still evolving," Stout said. "We haven't promoted it widely because we've been implementing it. Because of Texas' relative proximity to Latin America, it's a natural program for us to offer."

So far, the program has been largely limited to students majoring within the college. But Stout said that the response from the faculty and students has been positive and that there have been discussions of expanding the program so students across the university could participate. There is discussion, too, of conducting some of the courses in Spanish.

"This program could be for both professional development and personal development," said Stout.

The college developed the program by reviewing courses already offered in different departments to see if they fit and could be used in conjunction with what the college wanted to develop. New courses were developed as well.

"We asked ourselves, 'What do we have, and how can we reconfigure it so it is more attractive to students and so it is more user friendly?'" Stout said.

> ***"The international perspective that the program gives the students could be an important asset in this competitive job market."***
>
> **ROSENTAL ALVES,** PROFESSOR AND CHAIRMAN OF
>
> **INTERNATIONAL** JOURNALISM,
>
> **UNIVERSITY** OF **TEXAS** AT **AUSTIN**

> ***"You need rules to operate, but when you want to do an interdisciplinary program, you have to work harder. It is difficult for students to cross departmental lines. This program provides them a way to do that."***
>
> PAT STOUT

College officials wanted to allow students majoring in one of the four specialties in the college to be able to move easily out of their respective departments to get the interdisciplinary classes needed to fulfill the concentration. Stout said that the hardest part of developing the program was overcoming some of the bureaucratic rules established at the university.

"You need rules to operate, but when you want to do an interdisciplinary program, you have to work harder," Stout said. "It is difficult for students to cross departmental lines. This program provides them a way to do that."

Stout said the concentration gives students a broader background, particularly if they are pursuing jobs with a Spanish-language television station or newspaper in the United States, or at a television station, newspaper, or magazine in Latin America or Spain, or if they are covering U.S. Latinos/as for an English-language publication in the United States.

"We hope this will be seen as positive by potential employers," said Stout. "It should enhance a person's ability to do the job."

Among other course offerings in the program are "Latin American Cinema," "Latinos in the Media," "History of Latino Media in the United States," and "Advertising Issues in Multicultural Markets."

"This concentration is designed to introduce students to United States Latino and Latin American issues in communication and the media and to provide them the opportunity to prepare for professional work related to these areas," reads the description of the United States Latino and Latin American Media Studies concentration in the college's catalog.

Darrell Rocha, assistant dean for student affairs, spoke of the high number of bilingual students on campus. "We have a lot of students who are functionally bilingual, and with a background in United States Latino and Latin American Media Studies, it's a plus," said Rocha. He said, too, that increased student interest could generate more funding for the program so that it can expand.

"We're excited about it," Rocha said. "We hope it catches on."

"The emphasis on the campus is to allow for more in-depth study of certain areas like Latin America," said Stout, adding that officials involved in the United States Latino and Latin American Media Studies concentration plan to work more closely in the future with the university's Center for Mexican Studies and Institute for Latin American Studies.

Alves said that the students of Latino background seem to really enjoy the program and that learning about all aspects of Latin America—the politics, the economics, the society, the geography, and the media—brings them closer to their roots.

"You see these men and women with Hispanic last names suddenly finding out more about where their parents and grandparents came from," Alves said. "It sparks a flame of interest in them. One of the things that strikes the students the most is learning about the U.S. influence in [Latin American] countries."

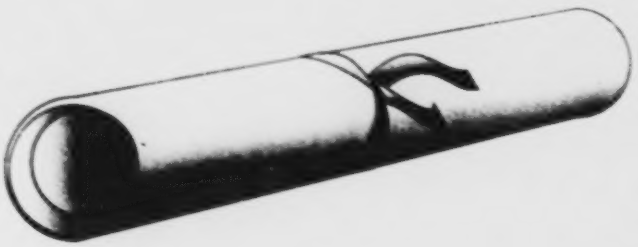
Well-known Latino film producer and director Robert Rodriguez, whose feature-film credits include *Desperado* and *El Mariachi*, is a graduate of the college. Even though Rodriguez graduated before the new Latino Studies concentration was in place, Stout said his work in Hollywood reflects the direction the college is taking with regard to its new program. Stout hopes the program will attract and prepare others of his caliber.

Coming November 28

"The HOT List"

The Publisher's Picks of the Best Colleges for Hispanics

The Honor Roll



A Model Urban University

University of Illinois at Chicago

BY ROGER DEITZ

Students at the UIC School of [illegible] on the west side of campus

The MODERN URBAN UNIVERSITY EXISTS IN PART FOR ITS DIVERSE NEIGHBORS AND NEIGHBORHOODS. ONE MISSION OF A SCHOOL IN A METROPOLITAN SETTING IS TO SERVE THE PEOPLE RESIDING IN ITS GEOGRAPHIC LOCALE AND MAKE A POSITIVE IMPACT ON THE LIVES OF THE PEOPLE IN THE LOCAL COMMUNITY. These obligations can be fulfilled in matters of enrollment and education and also by way of community service and outreach. By this standard, The University of Illinois at Chicago has made a major contribution to Chicagoans who, through its facilities, have access to the highest quality education as well as to countless cultural and health care benefits.

The University of Illinois at Chicago stands as a model for the modern urban university. It is a deserving recipient of *Hispanic Outlook*'s Honor Roll designation.

The University of Illinois at Chicago is the largest institution of higher learning in the Chicago area, located in the heart of a great metropolis. The comprehensive public university is widely recognized as a center for top-quality teaching, research, and public service. These three aspects of the university's mission have been shaped by and are relevant to its big-city setting and reflect as well the University of Illinois' traditional pursuit of excellence.

In testament to its impact, one in every 73 Chicago adults is a UIC graduate. And the school is the 17th largest employer in the Chicago area.

The Chicago school came to its present form in 1982 when the University of Illinois at the Medical Center combined with the University of Illinois at Chicago Circle. UIC is one of three campuses of the University of Illinois, which was founded in Urbana-Champaign in 1867 as a land-grant university under the Morrill Act. The Chicago presence began in 1896 when the UI took over private pharmacy and medical schools in the city. A dental school was added in the same manner in 1901, and a nursing school, in 1943.

After the Second World War, the university opened a two-year undergraduate program on Chicago's Navy Pier to educate returning veterans.

[illegible]

Honor Roll Facts in Brief

INSTITUTION:
University of Illinois at Chicago

LOCATION:
Office of Admissions and Records - M/C 018
1200 West Harrison
Chicago, IL 60607

UIC

ESTABLISHED:
1896

ENROLLMENT:
24,583

DEGREE OFFERINGS:
- Bachelor's
- Master's
- Doctorate

TUITION:
$2,956 per year - resident
$8,868 per year - non-resident

NUMBER OF FACULTY:
1,816 full-time
583 part-time

SPECIAL PROGRAMS:
- Preprofessional Programs (e.g., Predentistry)
- Health Information Management
- Information and Decision Science
- Marketing
- Physical Therapy/Occupational Therapy

INTERNET (Website) ADDRESS:
www.uic.edu

The students endearingly referred to that new school as their "Harvard on the Rocks." The post-war baby boom and an increasing demand for college-educated workers generated pressure for a comprehensive public university in the Chicago area. It came in 1965 with the opening of the University of Illinois at Chicago Circle.

UIC offers its nearly 25,000 students bachelor's degrees in 92 academic areas, master's degrees in 83 disciplines, and doctorates in 57 areas of specialization. Approximately 66 percent of the students are undergraduates, and 34 percent are graduate and professional students.

The average undergraduate class contains 30 students, with first-year-student/sophomore classes averaging 40 students and junior/senior classes averaging 23. There are about 11,000 full-time faculty, and staff members also number about 11,000. The faculty-to-student ratio is 11 to 1, remarkably low for a large urban institution.

A UIC spokesperson notes that the school "takes special account and advantage of the extraordinary ethnic and cultural diversity of the Chicago metropolitan area." This region contributes two-thirds of the population of Illinois and is the area from which the school draws most of its undergraduates. The university spokesperson continues that "Among these students are many for whom a university education is not a long-standing family tradition and who must surmount economic, social, and educational barriers to achieve success."

The fact is, UIC's enrollment reflects the racial and ethnic diversity of the Chicago area. UIC has a higher percentage of Hispanic and African-American students than any Big 10 university, and the University of Illinois at Chicago has more Hispanic students than any other university in the Midwest. Hispanic enrollment at UIC has continued to rise every year. In the fall of 1996, UIC's 3,252 Hispanic students made up 13.2 percent of the total enrollment of 24,583. African-American enrollment for the same period was 2,422, or 9.8 percent. The University of Illinois at Chicago ranks 19th out of more than 2,000 colleges and universities in the nation for the number of bachelor's degrees awarded to Hispanics and African Americans.

Minority students receive 55 percent of all financial aid at the UIC. The President's Award Program annually offers up to 700 of the state's brightest Hispanic and African-American high school seniors a financial aid package equal to 100 percent of their demonstrated need. Those with no demonstrated financial need receive a $500 grant for their first year of study. The Professional Development Program is designed to increase the number of minorities in mathematics-based careers and to increase the success rate of minority students in calculus and pre-calculus courses at UIC.

One of the school's boldest new initiatives is the Guaranteed Professional Program Admissions Program (GPPA), which grants top high school students "guaranteed admission" to medical school and a host of other professional colleges at UIC at the same time that they are admitted as beginning students.

"The new program promises to reduce the anxiety level of undergraduates who have their sights set on professional school, and to help them get a broader undergraduate education," reports Chancellor David C. Broski. "We've found that many undergraduates load up on science courses or engage in cutthroat competition in hopes of gaining the edge that will get them into professional school.

"With admission to dental or engineering school already guaranteed, a student can take a course in Shakespeare or American History instead of her 14th biology or mathematics course," said Broski. "If this attracts some students who might have gone to the expensive private colleges, that's good for everyone. They will get a great education at a savings of tens of thousands of dollars. And the students who are not in the program will benefit by being in the same classes as these bright young people."

Although other universities have similar programs, few if any offer guaranteed admission to as many professional schools as does UIC. The schools participating are Architecture, Art and Design, Associated Health Professions, Health Information Management, Human Nutrition and Dietetics, Kinesiology, Medical Laboratory Sciences, Occupational Therapy and Physical Therapy, Business, Dentistry, Education, Engineering, Medicine, Nursing, Pharmacy, Public Health, Social Work, and Urban Planning and Public Affairs.

The University of Illinois has come a long way from its original land-grant mission envisioned during the more agrarian environment of the 19th Century. Now located in the transportation hub of the country and the architectural capital of the world, the University of Illinois at Chicago is adapting to the challenges of the present and the future.

Break Away: Window to the World

Students Volunteer far from the Classroom

BY
JOYCE LUHRS

"Service is the rent you pay for room on this earth."
Shirley Chisholm

COLLEGE STUDENTS ARE GIVING UP TRADITIONAL SPRING BREAK HOT SPOTS OF BEACHES AND PARTIES IN FLORIDA AND INSTEAD ARE VOLUNTEERING WITH HOMELESS SHELTERS, LABOR UNIONS, DAY CARE CENTERS, AND GRASSROOTS ORGANIZATIONS THROUGH BREAK AWAY: THE ALTERNATIVE BREAK CONNECTION. This student-run community service organization, which promotes social consciousness and community involvement, challenges students to think about how they spend their time.

Started in 1986 in Nashville, Tennessee, by Vanderbilt University seniors Michael Magevney and Laura Mann, who themselves participated in alternative break trips during college, the group officially became a national organization six years ago. Most of its funding comes through the office of the chancellor at Vanderbilt. According to Break Away's executive director, Kevin Roberts, the nonprofit was started by students who recognized the need for a national organization to teach others how to turn a term break into a meaningful community service experience.

Break Away takes willing volun-

Operating as a clearinghouse, Break Away matches and connects more than 215 national and international community organizations with the interests of motivated student volunteers, says Executive Director Kevin Roberts.

Shane Smith, from the University of Utah, receives an abundance of helping hands to spread mulch at St. Luke's Community Center in Nashville.

teers and points them in the right direction, says Roberts. "We have students who want to serve and volunteer. The organization takes the initiative and willingness of the students and says, 'You made the first and biggest step, and now you want to serve. Now we take you the rest of the way.'"

Christopher Ramírez, program director, works with colleges, universities, and community-based organizations in the Midwest and Northeast, providing technical assistance and training.

Operating as a clearinghouse, Break Away matches and connects more than 215 national and international community organizations with the interests of motivated student volunteers. A description of each organization is entered into a site database bank and published annually in a catalog that is given to students, who use it to match their expectations or preferences with the needs of the organizations. For the students, the biggest step is realizing that they want to serve and need to serve.

Once students decide to get involved with Break Away, they go through extensive training at retreat sites. With site leaders selected by their peers, students learn how to organize a volunteer activity, recruit students, orient the student group to the new social culture they'll enter, raise funds for the trip, and match student interests with those of the community-based organization. Once trained, they are put in touch with an organization that needs volunteers. Volunteer experiences have included tutoring disadvantaged youth, working with the homeless, teaching adults to read, working with environmental groups, and renovating homes for the needy.

According to Roberts, those who go through the experience come back as very different people. "They find it invigorating, challenging because they are placed in atmospheres that were unnoticed in the past. They don't initially understand the life of a migrant farmworker in Florida or that of an illiterate truck driver on the border of Texas. We offer them the opportunity to serve their society and also offer them a window to the world that is far removed from the classroom."

Through its marketing to more than 300 two- and four-year institutions, thousands of students have participated—students from the University of Vermont, Florida State, Community College of Rhode Island, Hamilton College, Marietta College in Ohio, Occidental College in Los Angeles, Gettysburg College, Trinity University, Eastern Michigan, Bradford, University of Georgia, University of Miami, and Vanderbilt. In the 1996-97 college year alone, 15,000 students partici-

Break Away recruits student volunteers throughout the country to spend spring break helping others.

pated in the alternative break experience with a variety of community-based organizations, including Caritos de Monterey in California, Habitat for Humanity International, Global Exchange, Tijuana YMCA, and Los Niños in Tijuana.

Christopher Ramirez speaks enthusiastically about his alternative break experience in 1994. While majoring in urban planning at the University of Illinois, he spent his vacation time working with the United Farm Workers in San Juan, Texas, in the organization's organic garden, reaching out to the migrant workers and telling them about the union's services, and he even did some petition signing.

He mentions that participating in the program exposed him to life in a Hispanic community that he never experienced while growing up in Springfield, Illinois. "For me, it was really amazing...It was my first intensive community experience. This was one of the few times in my life that I was in a predominantly Hispanic-dominated community. My grandparents did migrant work, and this experience took me back to my ancestral roots," he says.

"One of the best things was that we were really learning, and we worked alongside the people who were and weren't being paid, and those who were volunteers. It was a consciousness-raising experience. It challenged me a lot."

After that experience, Ramirez became a student coordinator of the entire student campus life program at his college. He quickly developed a student leadership team, and, working with an advisory board made up primarily of students doing work previously done by staff, he organized the entire alternative break program at the university.

Now as program director of Break Away, a post to which he was promoted after serving as Northeast regional director, he works with colleges, universities, and community-based organizations across the country providing technical assistance and training, in addition to traveling to college campuses and heading up leadership training sessions.

Ramirez sees his job as that of a broker gathering information and giving it to the schools and to the community-based organizations. "I am setting up opportunities for students to volunteer and opportunities for community-based organizations to open their doors to students. I work with colleges to try to help them develop strong leadership and try to help them make it a successful experience," he says.

Student volunteers work with children, the homeless and other populations through Break Away

Other Break Away participants have similar reactions about their experience. As part of the curriculum at Pitzer College, in Greater Los Angeles, Carlos Campos spent five days volunteering in the headquarters of the United Farm Workers Labor Union, in La Paz, Calif. "I helped out there. I helped the community doing various things like cleaning the area where they're located. I went out petitioning the minimum wage to supermarkets and malls. I helped in the office with data entry and in the law office with labor law," he says.

The experience put into practice what he learned in the classroom. "In class we talked about grassroots movements. Working in the United Farm Workers' offices gives you an insight from an **inside** perspective... From the outside it's different. You come back and look at everything differently. This makes you more socially conscious about labor issues."

After the experience, Campos and other students brought back some of what they had learned to the college. They developed a memorial for César Chávez and brought in a panel of speakers to talk about the labor movement. "It puts you in touch more with reality. When you're in college, you're away from everything. This makes you aware about what's actually going on out there," he points out.

Students and colleges interested in getting a dose of this volunteer spirit can call Break Away at (615) 343-0385.

> ***"When you're in college, you're away from everything. This makes you aware about what's actually going on out there."***
>
> CARLOS CAMPOS, BREAK AWAY PARTICIPANT

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Ford Foundation Fellow Exploring Tejano Culture

Nuevo Santander, Founded in 1747

> ***"The language, music, food, and surnames are the same on both the north and south sides of the Rio Grande. In this way, south Texas is an extension of northern Mexico."***
>
> ARMANDO ALONZO, ASSOCIATE PROFESSOR, TEXAS A&M UNIVERSITY

ALTHOUGH THE RIO GRANDE DIVIDES MEXICO AND THE UNITED STATES, A SINGLE SPANISH COLONY STRADDLED THE RIVER FOR 100 YEARS. This colony, called Nuevo Santander, nurtured a culture born of the marriage of Indian and Spanish societies. In Texas, this culture, first known as "Mexicano," matured into "Tejano" after the 1848 U.S.-Mexican War. Tejano culture remains a historical link between Texas and Mexico.

The desire to learn and teach about the roots of Tejano led Armando Alonzo, Texas A&M University associate professor of history, to win a Ford Foundation Fellowship. As one of only 20 annual winners, he will receive a year of research funding. Alonzo, who feels Nuevo Santander has been ignored, misinterpreted, and misunderstood, plans to use the fellowship to challenge traditional historical thinking.

"Before, historians were interested in the institutional history of the region. They wanted to know about the government and churches," Alonzo said. "I'm more interested in the people, both the Spanish settlers and the Indians. I want to know how they adapted to the frontier together."

Alonzo wants his research to help people understand Tejano history. "I've had students from the valley who don't know where their culture comes from. I think many people in the valley and in Texas do

Armando C. Alonzo, Department of Huston Texas A&M University College Station, Texas not understand the complex history of the region.

"The language, music, food, and surnames are the same on both the north and south sides of the Rio Grande," Alonzo said. "In this way, south Texas is an extension of northern Mexico."

What Alonzo calls "the frontier" was the colony of Nuevo Santander, which stretched 450 miles along the Gulf Coast from Tampico, Mexico, to Corpus Christi, Texas, and inland all the way to Laredo. Organized as a province of New Spain in 1747, it remained unified until the U.S.-Mexican war split it into Texas and Tamaulipas, a Mexican province. But before the war, the colony thrived. By 1800, more than 50,000 settlers lived in Nuevo Santander, compared with just 3,500 settlers in Spanish Texas.

"The success of Nuevo Santader reflects the interdependency of the Spanish and the Indians," Alonzo said. "They must have known how to work together."

To discover how they cooperated, Alonzo will first travel to Mexico City and, with Mexican historians, delve into official colonial records at the National Archives. Next, he will travel to each town in the valley tracking down old records, lying perhaps in musty boxes and decaying files, to reconstruct colonial times in this once important but historically neglected region, which gave rise to the famed Texas longhorns.

"I will systematically look at the archives in the towns," Alonzo said. "Birth, death, marriage, tax, land, and even criminal records will provide information about what daily life was like."

Alonzo expects to find evidence of land, water, and tax disputes in Nuevo Santander. But he also expects the old records to show how the settlers and Indians cooperated. According to Alonzo, this will lead to a deeper understanding of the origins of the Tejano. Communicating this understanding in a book, the foreseen product of Alonzo's research, will help reunify a river valley that was split by war 150 years ago.

According to Alonzo, many seventh generation descendants of the original colony of Nuevo Santander are still living in the region, having moved less than 10 miles from their forebears' settlements.

The area was grassland, with a low elevation and a sub-tropical climate, a buffer between the climate of Florida and that of Mexico. It enjoyed a long growing season and remains a major migratory path. But Mother Nature was both friend and foe of the region. In Alonzo's words, "Drought was the devil, and it wreaked havoc on the economy. When rainfall was good, which for there was about 24 inches a year, compared with 40 or 50 inches on the east coast, life was better all around, and economic waves spread out from the area."

According to Alonzo, many seventh generation descendants of the original colony of Nuevo Santander are still living in the region, having moved less than 10 miles from their forebears' settlements.

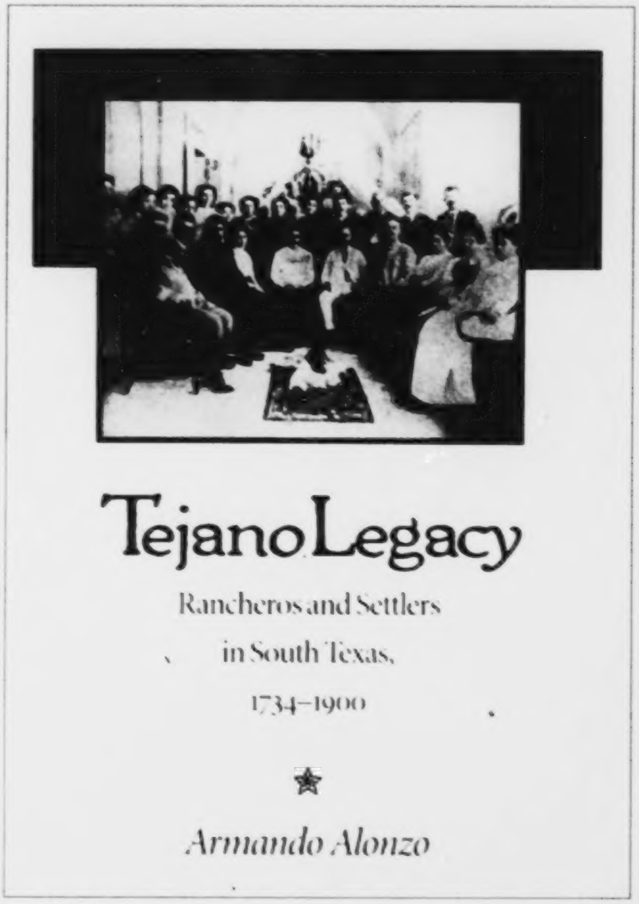
Alonzo speaks of himself as a revisionist historian and notes the importance of local or "micro" history. He states that the border area was looked on in our past as a "no man's land" and quotes Abraham Lincoln as having asked, "Where is it really American soil?"

"As a humanities scholar, my mission is twofold: to add to the body of historical knowledge and to bring that knowledge to the community," Alonzo said. "My research will accomplish both, for Mexico and the United States."

This article was prepared in cooperation with the Texas A&M Office of University Relations.

"The success of Nuevo Santander reflects the interdependency of the Spanish and the Indians. They must have known how to work together."

ARMANDO ALONZO



Tejano Legacy

Rancheros and Settlers
in South Texas,
1734–1900

Armando Alonzo

Students Drawn to Entrada

Michigan Recruits Minorities

BY
PHIL DE HAAN

> ***"For most college freshmen, the transition from high school expectations to college expectations is staggering. Entrada sees high school junior and seniors doing college-level work. The IDIs [Intensive Development Instructors] provide an important bridge."***
>
> JAN HEERSPINK,
> ENTRADA PROGRAM
> DIRECTOR

SINCE ITS INCEPTION, THE ENTRADA PROGRAM AT CALVIN COLLEGE HAS BEEN DESIGNED TO PREPARE ETHNIC MINORITY HIGH SCHOOL STUDENTS FOR LIFE AFTER HIGH SCHOOL.

Entrada, which means "gateway" in Spanish, brings high school students to Calvin's campus in Grand Rapids, Michigan, for four weeks of college immersion. Its intent is to get high school students to experience college and to learn what it means to be a college student. Entrada accomplishes that goal in a number of ways, one of which is to have all Entrada students take an actual Calvin College summer school class, side by side with college students.

This summer's program, which concluded in mid-July, included 32 students from across North America who spent one month on campus—living in the residence halls, eating in the dining hall, studying in the library, playing in the gym, going to church, and taking one of six summer school classes. They also did a service project, as they do every summer, and got a heavy dose of computer skills, as they wrote all of their papers on computers and were set up with e-mail accounts.

"We want students to get a true sense of what college—particularly Calvin—is all about," says Jan Heerspink, Entrada program director. "At the end of Entrada, students have taken an actual Calvin class for credit, and they've lived on campus for a month. The Entrada experience gives them a good look at what college life entails and what it takes to succeed in college."

And, as has been the case every summer that Entrada has existed, the high school students had fun and did well in the classroom. In fact, in one class, the Entrada students earned a higher mean grade point average than did their college counterparts!

"Typically the Entrada students do well," says Heerspink. "Some summers they're lower than the college kids; some summers they're higher. Usually they're right around the same level. They work hard."

One of the critical factors in the success of the Entrada students is the presence of people Calvin calls IDIs—short for Intensive Developmental Instructors. The IDIs are all certified teachers who go to class with the students, take notes, do the readings, and huddle with their Entrada students in the

Students on campus. Photo by Flip Chalfant ©1992

The Calvin College Chapel

afternoon to work on study skills, essay requirements, and more.

"The IDIs are the key to the program," says Heerspink. "For most college freshman, the transition from high school expectations to college expectations is staggering. Entrada sees high school juniors and seniors doing college-level work. The IDIs provide an important bridge."

Requirements for Entrada are pretty simple. Participants must be ethnic minority students with at least a 3.0 high school grade point average and enrolled in a college preparatory program at their high school. A fee of $50 to confirm participation is the only cost to the student or the student's family.

This year's 32 students represented many cultures and geographic locations. The 10 Hispanic/Latino, 13 African-American, five Asian American, one Native American, and two multiracial students came from ten U. S. cities, towns, and hamlets, with roughly half from Michigan. In addition, one student with an ethnic heritage rooted in Jamaica came from Ontario, Canada.

> ***This year's 32 students represented many cultures and geographic locations. The 10 Hispanic/Latino, 13 African-American, five Asian American, one Native American, and two multiracial students came from cities or small towns in 10 U. S. States, with roughly half from Michigan.***

Cesar Angulo came to Entrada from Pacoima, Calif.; Agatha Montoya, from Window Rock, Ariz.; Ruth Pérez, from Kensington, Md.; Berniz Costanza, from Artesia, Calif.; James Hirmas, from Hurst, Texas; Ana and Priscila Ribeiro, from Lynchburg, Va.; Dan Rodrigues, from Flint, Mich.; Nikki Rodriguez, from Philadelphia, Pa.; Lizzette Sandoval from El Monte, Calif.; Carmen Womack, from Detroit, Pa. Others came from Florida, Illinois, and New York.

"It's obviously a real cross-cultural experience," says Heerspink. "There are obviously students from a number of different ethnic groups, but also students from different social and economic classes, students from big high schools and little high schools. Part of Entrada is teaching these students that differences are okay."

Since 1991, 154 students have completed Entrada.

"We're delighted if Entrada students come to Calvin," says Heerspink, "but we hope that all of the students seriously consider college or university, be it Calvin, a large public university, a technical school, or another private like Calvin. The goal is to encourage minority high school students to go beyond high school, and I think we're successful at that. Entrada is doing what it's designed to do."

Or, as a 1994 Entrada graduate said, "We all came here with some **apprehension**. We'll all leave here with some **comprehension**."

Parents and students who wish to learn about Entrada 1998, to be held on the Calvin College Campus mid-June to mid-July, may call the college at (616) 957-6073.

Special submission to Hispanic Outlook *from Calvin College.*

JOHN MATIAS: "A REAL HEART FOR CALVIN"

This fall, Calvin College announced the hiring of John Matias as associate director for multicultural admissions and community relations.

Matias, who has worked as a minister, an AIDS educator, an addictions counselor, and a medical equipment technician, says what might help him most in his new duties at Calvin is his family background. He grew up in Chicago as the second-youngest of 16 children, an experience that he says shaped him in profound ways and continues to have an impact on how he approaches life.

"For me," Matias says, "and for the Puerto Rican community that shaped me, there is a sense of interdependency, a sense of leaning on each other and helping each other. That affects how I see the world. It will affect my work at Calvin. I think we need to ask ourselves if we are creating community at Calvin, especially for minority students who might already feel isolated and alone. I think I know how to do that, based on my experiences as a minority student and my experiences in my family."

Dale Kuiper, director of admissions at Calvin, is excited about Matias' arrival. "We're pleased to partner with John," he says, "as we work to more fully reflect the diversity of God's Kingdom in the Calvin community. John has demonstrated a real heart for Calvin and a clear interest in serving students and their families."

As his title suggests, Matias' position has a dual emphasis. He will work on the enrollment of North American minority students; he also will assist Calvin's efforts to serve and reach into a variety of communities in West Michigan and beyond. In addition to being the college's "ambassador" in multicultural admissions and church/community outreach, Matias' responsibilities will include specific recruitment responsibilities for the Entrada program.

Matias most recently worked in El Paso, Texas, where he was a senior pastor and church planter for the Christian Reformed Church. His responsibilities at Paso Del Norte Church included preaching, leadership training, and developing a vision for the new church.

Matias, who has a master's degree from Calvin Theological Seminary, also served as a co-pastor of Sunshine Community Church in El Paso and as a-pastor of congregational life at Sunshine Ministries in Grand Rapids. Presently, Matias, who has served on many boards and organizations in the past two decades, is a board member of Tapestries of Life Ministries and a delegate to the Christian Reformed Church Hispanic Planning Committee.

Matias and his wife, Sarah, have four children: Sophia, Gabriella, Isabella, and John.

CALVIN
College

"There are obviously students from a number of different ethnic groups, but also students from different social and economic classes, students from big high schools and little high schools. Part of Entrada is teaching these students that differences are okay."

JAN HEERSPINK

Interim President Reflects FIU at 25 Temple University Distance Doctorate

NOVEMBER 28, 1997 • $3.75 VOLUME 8 • NUMBER 7

THE HISPANIC Outlook IN HIGHER EDUCATION

Special Issue to High School Guidance Counselors

See Scholarship Information on Page 31!

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O.Box 68, Paramus, New Jersey 0765

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Cover Photos courtesey of: Jersey City State College, Texas A&M University, University of Florida–Gainesville, University of Maryland–College Park, and Washington State University

A CAPITOL VIEW

Technology for All

BY GUSTAVO A. MELLANDER

THE HOPE OF CONNECTING K-12 SCHOOLS, COLLEGES, AND UNIVERSITIES NOT ONLY TO ONE ANOTHER BUT TO ALL THE WORLD'S STOREHOUSES OF INFORMATION HAS KINDLED EXPECTATIONS OF INTERACTIVITY AND INTELLECTUAL GROWTH NEVER DARED DREAMED OF BEFORE. IT IS A BRAVE NEW WORLD. ONE THAT WILL PROVIDE GROWTH OPPORTUNITIES TO MILLIONS.

That reality is here. Large segments of America's population are "connected" and leaping forward. Hundreds of thousands "surf" the Web every day. Ten-year-old children have more information literally at their fingertips than the most learned of scholars had a mere 50 years ago.

Knowledge and information beget more. A whirlpool of self-generating information has been created. To be effective, one must be connected, and many are. But is anyone being left behind?

Well, one group is, for sure. Only 13 percent of Hispanic households in this country have computers, and a mere fraction of those have Internet accessibility. Denied that important 21st-century tool, Hispanics are behind the eight ball. Unless they become proficient in, understand, and master this new technology, their educational attainments will suffer. They will have difficulty keeping up in college, and their opportunities in the workforce will be far below their potential.

Hispanic professionals, be they in education or in the business world, recognize the potential of the Internet and want to learn more. Many know that the Internet is a valuable source of virtually unending information. But their lack of training limits their ability to access its many secrets.

TO SURF!

What's it all about? Forget the hardware. It's in the software. But software such as Netscape Navigator or Microsoft's Internet Explorer don't contain information in and of themselves. Rather they are tools. Tools that allow teachers to link to Internet sites that contain the text, pictures, and other media that they can use in the classroom. Once convinced of the computer's value and trained in using it, students can continue their searches and education on their own.

OTHER BASIC APPLICATIONS:

•Electronic mail can be used to send memo-like messages to people connected to the Internet anywhere in the world. Mailing lists or listservs can be used to send one e-mail message to hundreds of other users who share common interests.

•Telnet allows users to access and control programs on remote computers. With Telnet, educators and students can use the most powerful computers in the world without leaving their classrooms.

•FTP (File Transfer Protocol) allows users to transfer files to and from a remote computer. A teacher can use FTP to get software and files from a vast collection of computer archives on the Internet. FTP can also be used to transfer World Wide Web files from a local computer to a remote server so that information can be shared with the world.

•Gopher allows users to navigate the Internet in a menu-like fashion. With Gopher, one can move through information systems easily by selecting numbers from a menu. Gophers combine information from a number of sources, often worldwide, and present it all together on one menu. A user can traverse the world and never realize it.

•The World Wide Web allows users to navigate the Internet in a hypermedia format. With Web browsers, a user can see information in multimedia. Text can be linked to pictures, pictures to animations, or animations to any digital information.

THE FUTURE

It's an old bromide but true: the future belongs to those who prepare for it. It is estimated that teachers and students and indeed virtually everybody will use the Internet in the 21st Century. The Internet is dynamic and ever-changing. New applications and new trends will make the Internet more real-time, more interactive, and more exciting. But only for those who are introduced to them and have an opportunity to practice.

In higher education, constantly changing computer environments will present significant challenges to educators as they attempt to integrate revolutionary technology into an evolutionary teaching process. Teachers will learn about new software, and administrators will debate the merits of applying new technologies to the educational mission of the school. By understanding the basics of the Internet, educators will be better prepared to face the complexities that will surely follow.

Hispanics must be part of the action. To be left out of this game is to be guaranteed second- or lower-class citizenship. ASPIRA, the highly respected, nationally recognized Hispanic educational association, has identified the present technological deficit among Hispanics as one of the most important factors to be overcome. They have adopted it as one of their major educational targets for the years ahead.

Wayne Gretzky, the all-star hockey player, once explained his success by saying he always skated "to where the puck is going to be." His analogy applies to technology and to Hispanics in higher education. We must plan to be where the action is going to be.

Dr. Mellander is a professor at George Mason University

Inside Publisher's Picks

An Interview with José López-Isa

BY
ADALYN HIXSON

BACKGROUND

Why does someone become a publisher? What drives an individual to get involved in the competitive and risky business of producing a journal? In the case of Dr. José López-Isa, the founder and publisher of *Hispanic Outlook*, the move capped a career in education that spanned more than four decades and included countless struggles to "level the playing field" for minorities. It was his own experiences and those of the many students he met along the way that fueled his desire to give a new "voice" to Hispanics.

López-Isa started the journal in 1990 when it became apparent that no publication in higher education was focusing on Hispanic issues and achievements. Although the magazine struggled to find its niche, López-Isa never lost faith, and today, *HO* has strong support in all areas of academe.

> ***"With Publisher's Picks I look at colleges and universities throughout the country and say to myself, 'Do these institutions provide opportunities for Hispanics to succeed?'"***
>
> JOSÉ LÓPEZ-ISA, PUBLISHER

Dr. José López-Isa, publisher of Hispanic Outlook.

Three years ago, López-Isa launched one of *HO*'s most anticipated features–its publication of the HOT List. He recently agreed to sit down and share some perspectives on Hispanics and education and explain how and why the HOT List was developed.

HIS ACCOMPLISHMENTS

"My first teaching job was at the place called Ceiba del Agua Institute of Technology in Havana. I came to this country in 1961, and of course had to take other jobs before becoming a teacher, but I began to teach again in 1964 at Central Islip High School, in New York State."

A year later, he was at New York's Dutchess Community College as a professor of Latin American history, then moved in 1968 to Bergen Community College in Paramus, N.J. There he rose from department chairman to associate dean, to vice president and ultimately to president, no small feat in an area with so few Hispanic constituents. He was the first Hispanic president of the college, and the second in the state.

"I retired from the position in 1995 and am now on the faculty teaching Spanish–until heaven knows when."

Bergen was then one of the richest and most densely populated counties in the country, with a small and long-standing population of African Americans, and a smattering of Hispanics, fewer than a thousand documented in a population nearing one million.

Publisher's Picks is most useful to high school personnel counseling students who want to go on to college, in particular, those who are advising Hispanics.

"In 1972, we were beginning to see Hispanics moving into the county, and I knew that many were looking for places where they could study English. I wanted the college to offer a more substantial ESL program, but I had to document the need. The college didn't want to spend money on a population study. And without it, I couldn't go to my dean or president and say, 'I want the college to offer more ESL sections and more levels.' They would say, 'What are you talking about? Do you know how much we have to pay a professor to be a teacher?'

"So I did two things. I solicited and received some grants from private foundations to conduct a needs assessment–and I gathered a wealth of demographics on Hispanics, which I have continued to keep up to date–and, in 1975, the college **did** get its ESL classes."

Though a teacher of Spanish himself, with a full schedule of classes, López-Isa is less than sanguine about the proliferation of classes in Spanish. "I believe that we should provide classes in Spanish only for those who have recently arrived, until the time they learn enough English."

He is happy, though, to help English-speaking students learn Spanish, both the language and the culture, and spends every June, July and August in Spain, directing the summer program of the International Studies Association. ISA, a national organization, of which he was once president, runs study programs abroad–in Spain, France, and England–for high school and college students.

In addition to the aforenamed presidencies and those he held with the Gifted Child Society of Bergen County, the Association of Community College Presidents of New Jersey, and Círculo de Cultura Panamericano, a national association of Hispanic literature professors, he has a penchant for founding and nurturing organizations. In 1984, it was The Hispanic Institute of Bergen County, which he presided over until 1995. In 1990, *The Hispanic Outlook in Higher Education* journal. This year, The Latin American Education Foundation.

THE PUBLISHER'S PERSPECTIVES

Selecting a College

"I begin with this assumption: We have students who can go to Harvard and do well at Harvard. We have students who cannot go to Harvard because they would not be able to do well. With Publisher's Picks I look at colleges and universities throughout the country and say to myself, 'Do these institutions provide opportunities for Hispanics to succeed?'

"Of course I am not expecting Harvard to offer programs for Hispanics with low SAT scores or to take them in and try to turn them around. Not all students can go to Harvard and there are many institutions that provide good programs. What I do ask is whether colleges and universities like Harvard provide opportunities for Hispanics to succeed.

"I look at enrollment, curriculum, then at the rate of Hispanics succeeding. Are the majority succeeding or failing? If I identify a school where Hispanics have a poor success rate I don't want to include it in my Publisher's Picks. I'm not going to say, 'Do not go to this school,' but it won't be on my list. The list is not there to destroy any reputations. Its purpose is to offer an informed opinion as to which colleges do provide good opportunities for them. If they are going to apply, they should apply to these.

Affordable Education

"One problem we must address with Hispanics is the need to provide scholarships to make their education more affordable. I am beginning to do that with the Latin American Education Fund, and I have also created scholarships through the *Hispanic Outlook*." The journal's awards will be in place for Fall 1998, and will go to students attending any of the schools on the Publisher's Picks HOT list.

Who Can and Should Use Publisher's Picks?

"Well, I would say that Publisher's Picks is **most** useful to high school personnel counseling students who want to go on to college, in particular, those who are advising Hispanics. And useful to Hispanic parents. Hispanic parents who have youngsters already planning to go to college are going to find our list **very** useful."

The Role of Family

"If your parents are educated people, your chances of succeeding in college are great. If they are not, and, for example, they don't read in the home, then they don't encourage you to do things that are challenges to your intellect.

"This is what happens to many Hispanics coming into Bergen County. The children lack encouragement from parents, though some of those children do excel in school. But, some parents might say, 'Look at me; I haven't been able to reach the highest that I wanted to be because I had no education.' **Some** of those parents do a **great** job because they **do** have an appreciation for education.

"Unfortunately, the rate of dropouts among Hispanics is the highest in the nation. The percentage of Hispanics graduating from high school is below that of Blacks. And below that of whites, of course.

"There are within the Hispanic population groups doing better. For instance, Cubans have been doing very well, up until recently. Now the picture is changing for them. Colombians were doing well, too.

"Readers of our journal, especially readers of the success stories and the profiles of pioneering Hispanics, will find them paying tribute time and again to a parent who, although poor and uneducated himself or herself, stressed the value of an education. We don't make these up. They are quotations from real people, successful people, speaking from the heart about their parents as role models." '

Single Parents

"One of the significant problems facing the Hispanic community is the high rate of single mothers. When you have a single-parent situation, you know that many of those children are not getting as much attention as in dual-parent households. For the most part, they are at home alone. Their parents do not have **time** to spend with them, to check their homework, to check up on the work they are doing in school, so you have a situation that perpetuates itself.

"The great majority of Hispanic students who drop out of high school come from that type of family. These issues have been discussed and discussed among Hispanics. But every time, someone jumps in to criticize, making accusations that it is an issue of upper class vs lower class. But it is statistically true. And to find solutions to the problem is very difficult for anyone who tries to intervene.

"You have to first recognize that the problem exists and that the problem exists among a certain group. Attack that problem right there. But some of those in a position to act are very much afraid of the accusations they might encounter personally."

Mentoring

"One of the things we are trying to do at schools, colleges, and universities is to establish mentoring programs, to have faculty **and** administrators mentor students. To take a personal interest, spend time, talk to them about their concerns, give them ideas on how to improve their grades, find out what kinds of problems might be arising in their subjects, offer them some help in those areas. Take students to your home on a weekend. Let them watch you more closely. Become a role model.

"And many schools are beginning to adopt mentoring programs. Princeton University has one, of all places. They are offering mentoring for Hispanics and other minorities.

Latino Organizations

"Are there active Latino organizations on campus? Many colleges today do have them. I look for that when I'm trying to select for my list. Do they have Latino social organizations? Latino professional organizations? Active Latino alumni? Perhaps a Latino support center? Does the college **encourage** this type of organization? Do they provide **funds** for them? It is one thing to **have** them. Without funds to **run** them, with no budget, there is very little the organizations can do.

Surviving the Admissions Office

"This is a problem that has been overcome for the most part. Most admissions offices in colleges and universities are friendly to Hispanics and honestly interested in attracting then. But also, the Hispanics who survive college and graduate from college **have learned how higher education works**."

Low Graduate School Admissions for Hispanics

"This is not a problem of discrimination. There is a problem within the system–heavy loads on the faculty, demands to do other things that prevent them from giving time to individual students, to encourage them to attend graduate school.

"It's beginning to happen through Latino organizations. The problem is that the numbers going into graduate study were so miniscule that we neglected that because the big numbers were elsewhere.

Big School? Little School?

"You must merge personal attention against greater resources. I think personal attention is more important. You can make the student aware of places to go to get additional resources. Personal attention is **very** important. That is **not** to say that access to more resources is not important, but the personal attention comes first.

"One of the things we are trying to do at schools, colleges, and universities is to establish mentoring programs, to have faculty and administrators mentor students.

Letter from the Publisher

November 28, 1997

Dear Colleagues:

For the third year, we salute through our Publisher's Picks **HOT** *List (***H***ispanic* **O***utlook* **T***ops) those colleges and universities nationwide that are in our view offering solid opportunities to Hispanic students.*

What is the list based on? We start with a survey sent by this journal to school presidents in March 1997. Then comes a thoughtful review of literature and catalogs by and about those institutions. Finally, the list is fine-tuned through survey responses and through feedback granted us year-round by students, parents, professors, counselors, and education advocates.

Readers tell us that the Publisher's Picks HOT List is of real benefit to Hispanic students, to Hispanic parents, and to those who help them make their decisions. For that reason, we are sending copies of this issue directly to high school guidance counselors throughout the country–about 6,000 in all–confident that it can help them as they carry out their important work.

More and more Hispanics are expected to enroll in higher education in coming years–an encouraging prediction and one that calls for increased support. Toward that end, we are proud to launch The Hispanic Outlook *Scholarship Fund, open to eligible students planning to attend a school on this year's Publisher's Picks list. You will find information about the Scholarship Fund on page 31.*

We offer warmest regards to those in and around higher education who are leveling the playing field for Hispanics and for all others in need of equal opportunity. And we offer special congratulations to the 1997 Publisher's Picks.

¡Enhorabuena!

Jose Lopez Isa

1997 Publisher's Picks HOT List

ALABAMA

- University of Alabama

ALASKA

- University of Alaska, Anchorage

ARIZONA

- Arizona State University, Main
- Arizona State University, West
- DeVry Institute of Technology
- Maricopa County Community College District
  - Chandler Gilbert Community College
  - Gateway Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix Community College
  - Rio Salado College
  - Scottsdale Community College
  - So. Mountain Community College
- Northern Arizona University
- Northland Pioneer College
- Pima County Community College
- University of Arizona
- University of Phoenix

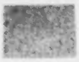
ARKANSAS

- University of Arkansas

CALIFORNIA

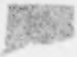
- Azusa Pacific University
- California Institute of Technology
- California Lutheran University
- California State Polytechnic University, Pomona
- California Polytechnic State University, San Luis Obispo
- California State University, Bakersfield
- California State University, Chico
- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, Hayward
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- California State University, San Bernardino
- California State University, San Marcos
- California State University, Stanislaus
- Cerritos College
- Chabot-Las Positas Community College District
  - Chabot College
  - Las Positas College
- Chaffey College
- Charles R. Drew University of Medicine & Science
- Coast Community College District
  - Coastline Community College
  - Golden West College
  - Orange Coast College
- College of the Desert
- College of Marin
- College of the Sequoias
- Concordia University
- Contra Costa Community College District
  - Contra Costa College
  - Diablo Valley College
  - Los Medanos College
- DeVry Institute of Technology
- El Camino College
- Foothill/DeAnza Community College
- Grossmont-Cuyamaca Community College
- Hartnell College
- Humboldt State University
- Long Beach Community College
- Los Angeles Community College District
  - East Los Angeles College
  - Los Angeles City College
  - Los Angeles Harbor College
  - Los Angeles Mission College
  - Los Angeles Pierce College
  - Los Angeles Southwest College
  - Los Angeles Trade-Technical College
  - Los Angeles Valley College
  - West Los Angeles College
- Loyola Marymount University
- Mira Costa College
- Mount St. Mary's College
- Mt. San Jacinto College
- National University
- Occidental College
- Oxnard College
- Palomar College
- Pasadena City College
- Rancho Santiago Community College
- Rio Hondo College
- Riverside Community College
- San Diego State University
- San Francisco State University
- San Jose/Evergreen Community College
- San Jose State University
- San Mateo County Community College District
  - Canada College
  - College of San Mateo
  - Skyline College
- Santa Clara University
- Santa Monica College
- Stanford University
- State Center Community College District
  - Fresno City College
  - Kings River Community College
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Riverside
- University of California, San Diego
- University of California, San Francisco
- University of California, Santa Barbara
- University of California, Santa Cruz
- University of Laverne
- University of Redlands
- University of San Diego
- University of San Francisco
- University of Southern California
- Western University of Health Sciences
- West Hills Community College
- Whittier College

COLORADO



Colorado State University
Colorado Mountain College
Community College of Denver
Front Range Community College
Mesa State College
Metropolitan State College of Denver
University of Colorado
University of Colorado at Boulder
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Denver
University of Northern Colorado
University of Southern Colorado
Western State College

CONNECTICUT



Connecticut State University System
  Central Connecticut State University
  Eastern Connecticut State University
  Southern Connecticut State University
  Western Connecticut State University
Fairfield University
Gateway Community-Technical College
Manchester Community-Technical College
Middlesex Community-Technical College
Naugatuck Valley Community-Technical College
Northwestern Connecticut Community-Technical College
Trinity College
University of Connecticut
Yale University

DELAWARE

Delaware Technical and Community College
Widener University School of Law

DISTRICT OF COLUMBIA

The American University
The Catholic University of America
Gallaudet University
Georgetown University

FLORIDA

Barry University
Bethune Cookman College
Broward Community College
Caribbean Center for Advanced Studies (Miami Institute of Psychology)
Daytona Beach Community College
Edison Community College
Florida Atlantic University
Florida Community College at Jacksonville
Florida Gulf Coast University
Florida Institute of Technology
Florida International University
Florida State University
Hillsborough Community College
Indian River Community College
Lake City Community College
Lake-Sumter Community College
Manatee Community College
Miami-Dade Community College
Nova Southeastern University
Palm Beach Community College
Santa Fe Community College
Seminole Community College
South Florida Community College
St.Thomas University
University of Central Florida
University of Florida
University of Miami
University of South Florida
University of Tampa
University of West Florida

GEORGIA

Agnes Scott College
Darton College
DeKalb Technical Institute
DeVry Institute of Technology
Emory University
Georgia College
Georgia Institute of Technology
Georgia State University
University of Georgia

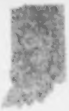
IDAHO

Boise State University
Idaho State University
University of Idaho

ILLINOIS

American Schools of Professional Psychology
Benedictine University
Black Hawk College
Chicago School of Professional Psychology
City Colleges of Chicago,
  Richard J. Daley College
College of DuPage
College of Lake County
Columbia College
Concordia University
DePaul University
DeVry Institute of Technology
Elgin Community College
Elmhurst College
Governors State University
Illinois Institute of Technology
Illinois State University
Loyola University of Chicago
McHenry County College
North Central College
Northeastern Illinois University
Northern Illinois University
North Park College
Northwestern University
Oakton Community College
Robert Morris College
Southern Illinois University at Carbondale
University of Chicago
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
Waubonsee Community College
Western Illinois University
Wheaton College
William Rainey Harper College

INDIANA



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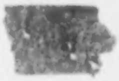
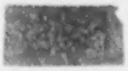
Indiana University, Kokomo
Indiana University, Purdue
Indiana University, South Bend
Purdue University, Calumet
Purdue University, West Lafayette
Taylor University
University of Notre Dame
Valparaiso University
Vincennes University
Wabash College

IOWA



Iowa State University
Southwest Community College
University of Iowa
University of Northern Iowa

KANSAS



Morehead State University
The University of Kansas
Wichita State University

LOUISIANA

Our Lady of the Lake College
Tulane University
University of New Orleans

MAINE

Bates College

Bowdoin College
Colby College
University of Southern Maine

MARYLAND

Anne Arundel Community College
Cecil Community College
College of Notre Dame of Maryland
Community College of Baltimore
Frederick Community College
Frostburg State University
Harford Community College
Johns Hopkins University
Loyola College in Maryland
Montgomery College
University of Maryland, Baltimore
University of Maryland, College Park

MASSACHUSETTS

Amherst College
Art Institute of Boston
Babson College
Bentley College
Boston College
Boston University
Bradford College
Brandeis University
Bridgewater State College
Bunker Hill Community College
Clark University
Emerson College
Framingham State College
Gordon College
Hampshire College
Harvard University
Holyoke Community College
Lesley College
Massachusetts College of Art
Massachusetts College of Liberal Arts
(formerly North Adams State College)
Massachusetts Institute of Technology
MGH Institute of Health Professions
Mount Holyoke College
Newbury College
North Shore Community College
Northeastern University
Northern Essex Community College
Quinsigamond Community College
Regis College
Salem State College
Simmons College
Smith College
Springfield College
Stonehill College
Tufts University
University of Massachusetts, Amherst
University of Massachusetts, Boston
Wellesley College
Western New England College
Westfield State College
Wheelock College
Williams College
Worcester Polytechnic Institute

MICHIGAN

Alma College
Calvin College
Central Michigan University
Charles S. Mott Community College
Concordia College
Delta College
Eastern Michigan University
Ferris State University
Grand Rapids Community College
Grand Valley State University
Lansing Community College
Madonna University
Michigan State University
Muskegon Community College
Northern Michigan University
Oakland University
St. Clair County Community College
Thomas M. Cooley Law School
University of Michigan, Ann Arbor
University of Michigan, Dearborn
University of Michigan, Flint
Washtenauw Community College
Wayne State University
Western Michigan University

MINNESOTA

Carleton College
College of Saint Catherine
Gustavus Adolphus College
Macalester College
Mankato State University
Metropolitan State University
Moorhead State University
North Hennepin Community College
Southwest State University
St. Cloud State University
St. Cloud Technical College
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

MISSOURI

Central Missouri State University
DeVry Institute of Technology
Metropolitan Community Colleges
Saint Louis University
Southeast Missouri State University
Southwest Missouri State University
Truman State University
University of Missouri

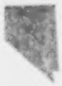
MONTANA

Montana State University
Montana State University, Billings
University of Montana

NEBRASKA

University of Nebraska, Lincoln
University of Nebraska, Omaha
Western Nebraska Community College

NEVADA



Community College of Southern Nevada
University of Nevada, Las Vegas
University of Nevada, Reno

NEW HAMPSHIRE

Dartmouth College
University of New Hampshire

NEW JERSEY

Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Camden County College
The College of New Jersey
DeVry Technical Institute
Drew University
Georgian Court College
Gloucester County College
Hudson County Community College
Jersey City State College
Kean University
Mercer County Community College
Middlesex County College
Montclair State University
New Jersey Institute of Technology
Ocean County College
Princeton University
Ramapo College of New Jersey
The Richard Stockton College of New Jersey
Rider University
Rowan University
Rutgers, the State University of New Jersey
Seton Hall University
University of Medicine & Dentistry of New Jersey
William Paterson University

NEW MEXICO

Albuquerque T-VI A Community College
College of Santa Fe
Eastern New Mexico University
Eastern New Mexico University, Roswell
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico
Western New Mexico University

NEW YORK

Boricua College
Broome Community College
Clarkson University
Colgate University
College of New Rochelle
Columbia University in the City of New York
Cornell University
City University of New York
CUNY, Baruch College
CUNY, Borough of Manhattan Community College
CUNY, Bronx Community College
CUNY, Brooklyn College
CUNY, City College
CUNY, E.M. Hostos Community College
CUNY Grad School University Center
CUNY, Herbert H. Lehman College
CUNY, Hunter College
CUNY, John Jay College of Criminal Justice
CUNY, Kingsborough Community College
CUNY, La Guardia Community College
CUNY, New York City Technical College
CUNY, Queensborough Community College
CUNY, Queens College
CUNY, York College
Dowling College
Fashion Institute of Technology
Fordham University
Long Island University, C.W. Post
Long Island University, South Hampton
Manhattan College
Mercy College
Monroe Community College
Nassau Community College
New School for Social Research
New York University
Nyack College
Pace University, New York Campus
Rockland Community College
Saint John's University
Sarah Lawrence College
Skidmore College
St. John Fisher College
St. Lawrence University
St. Thomas Aquinas College
Sullivan County Community College
Suffolk Community College
SUNY at Albany
SUNY Binghamton University
SUNY at Buffalo
SUNY College at Brockport
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY College at Potsdam
SUNY Empire State College
SUNY at Farmingdale
SUNY Health Science Center
SUNY Institute of Technology at Utica/Rome
SUNY, Regents College
SUNY at Stony Brook
SUNY at Utica/Rome
Syracuse University
Teachers College, Columbia University
Union College
University of Rochester
Westchester Community College

NORTH CAROLINA

Duke University
Salem College
University of North Carolina at Chapel Hill
University of North Carolina, Wilmington
Winston-Salem State University

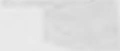
NORTH DAKOTA

University of North Dakota

OHIO

Antioch University
Baldwin Wallace College
Bowling Green State University
Case Western Reserve University
Cincinnati State Technical & Community College
Clark State Community College
Cleveland State University
College of Wooster
Cuyahoga Community College
DeVry Institute of Technology
Kent State University
Lake Erie College
Lorain County Community College
Miami University
Oberlin College
The Ohio State University
Owens Community College
The Union Institute
University of Cincinnati
University of Dayton
University of Toledo
Ursuline College
Wilmington College
Youngstown State University

OKLAHOMA



Oklahoma City Community College
Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON

Chemeketa Community College
Concordia University
Eastern Oregon State College
George Fox University
Lane Community College
Oregon State University
Portland Community College
Portland State University
Reed College
University of Oregon
Western Oregon State College

PENNSYLVANIA

Bryn Mawr College
Bucknell University
Bucks County Community College
Carnegie Mellon University
Central Pennsylvania Consortium
  Dickinson College
  Franklin and Marshall College
  Gettysburg College
Clarion University of Pennsylvania
Community College of Philadelphia
East Stroudsburg University of Pennsylvania
Edinboro University of Pennsylvania
Elizabethtown College
Gettysburg College
Harrisburg Area Community College
Holy Family College
Immaculata College
Indiana University of Pennsylvania
Kutztown University of Pennsylvania
Messiah College
Millersville University of Pennsylvania
Moravian College

Pennsylvania State University
Robert Morris College
Slippery Rock University of Pennsylvania
Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
Villanova University
West Chester University of Pennsylvania
Widener University

PUERTO RICO

American University
Arecibo Technical University
Arecibo Technological University-College
Bayamon Central University
Caribbean Center for Advanced Studies
Catholic University of Puerto Rico
Columbia University
Inter American University
Polytechnic University of Puerto Rico
University of Puerto Rico

RHODE ISLAND

Brown University
New England Institute of Technology
Rhode Island School of Design
University of Rhode Island

SOUTH CAROLINA

University of South Carolina

SOUTH DAKOTA

Dakota State University

TENNESSEE

Vanderbilt University

TEXAS

Alamo Community College District
    Palo Alto College
    San Antonio College
    St. Philip's College
Angelo State University
Austin Community College
Baylor University
College of the Mainland
Concordia University at Austin
Dallas County Community College District
    Brookhaven College
    Cedar Valley College
    Eastfield College
    El Centro College
    Mountain View College
    North Lake College
    Richland College
DeVry Institute of Technology
El Paso Community College
Galveston College
Houston Community College System
    HCC-Central
    HCC-Northeast
    HCC-Northwest
    HCC-Southeast
    HCC-Southwest
Incarnate Word College
Our Lady of the Lake University
Rice University
Saint Edward's University
San Jacinto College
South Texas Community College
Southwest Texas State University
Southern Methodist University
St. Mary's University
Sul Ross State University
Tarleton State University
Tarrant County Junior College
Texas A&M International University
Texas A&M University
Texas A&M University, Corpus Christi
Texas A&M University, Kingsville
Texas Christian University
Texas Southern University
Texas Southmost College
Texas State Technical College, Sweetwater
Texas Tech University
Texas Tech University Health Science
Texas Wesleyan University
Texas Woman's University
University of Houston
University of Houston, Clear Lake
University of Houston, Downtown
University of Houston, University Park
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at Brownsville
University of Texas at Dallas
University of Texas at El Paso
University of Texas Health Science Center
    at San Antonio
University of Texas, Pan American
University of Texas, San Antonio
West Texas A&M University

UTAH

Salt Lake Community College
University of Utah
Utah State University

VERMONT

Goddard College
Saint Michael's College
University of Vermont

VIRGINIA

George Mason University
Longwood College
University of Virginia
Virginia State University

WASHINGTON

Bellevue Community College
Centralia College
Clover Park Technical College
Edmonds Community College
The Evergreen State College
Green River Community College
Heritage College
Highline Community College
Lower Columbia College
Shoreline Community College
Skagit Valley College
Tacoma Community College
University of Puget Sound
University of Washington
Washington State University
Whitman College
Yakima Valley Community College

WEST VIRGINIA

Wheeling Jesuit University

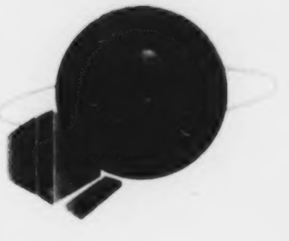
WISCONSIN

Blackhawk Technical College
Concordia University
Lawrence University
Madison Area Technical College
Marquette University
University of Wisconsin, Green Bay
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Parkside
University of Wisconsin, Platteville
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Stout
University of Wisconsin, Superior
Wisconsin Gateway Technical College

WYOMING

University of Wyoming

The Distance Doctorate



Walden University: Aid for the Independent

BY
CYNTHIA M. KNOUFT

Founded in 1970, the school's mission rests on the two pillars of social change and critical thinking. Walden's goal is to develop "scholar-practitioners"–professionals who can adapt the theory of their discipline and apply it directly to the workplace.

ASKED ABOUT THE MOST INFLUENTIAL PERSON IN HER LIFE, MAIDA MASCORRO DOESN'T SKIP A BEAT. "My mother, Manuela Mascorro," who instilled in her children early, she recounts, the belief that they were to be "strong and proud." Reflecting for a moment, Mascorro recalls another incident that shaped who she is today. As a teenager picking grapes in the vineyards of Southern California, Mascorro was approached by César Chávez, famed leader of the United Farm Workers Union. "If you really put your mind to it," Chávez told her, "you can do whatever you want to do; be whoever you want to be!" Mascorro believed him then, and still does.

Today Mascorro is a "distance learning" doctoral student in the professional psychology program at Walden University. She is representative of many Walden students: mid-career professionals fulfilling a long-cherished desire to attain a terminal degree. After teaching for 13 years, Mascorro is finally following the encouragement of her family and friends and pursuing her dream of becoming a psychologist.

A self-described "social change agent," Mascorro hopes to establish a Hispanic women's center upon the completion of her degree: Currently she works in Corpus Christi, Texas, as a therapist to families with a history of physical, sexual, and domestic abuse.

Mascorro's specialization as a doctoral student is counseling psychology. Walden University, an accredited graduate school located in Minneapolis, Minn., offers Ph.D. programs in human services, professional psychology, education, health services, and applied management and decision sciences, as well as a master's program in educational change and technology innovation. Walden's "distributed learning" model uses technology, residency seminars, and one-on-one mentoring to deliver its curriculum to students located around the globe. This model appeals to students who are unable to complete an accredited graduate degree on a traditional campus. Walden's student body of 1,100 is drawn from all 50 states and more than 20 countries. From their homes and at their leisure, students write and conduct research, complete assignments, and communicate with instructors (faculty mentors) and other students over the Internet and via the telephone.

Dr Robert Ibarra, Walden Board Member

Oscar Pérez, dean of students, Ysleta Independent School District, El Paso, and student Christy Yépez

Founded in 1970, the school's mission rests on the two pillars of social change and critical thinking. Walden's goal is to develop "scholar-practitioners"–professionals who can adapt the theory of their discipline and apply it directly to the workplace.

Nearly one-third of Walden's student enrollment comes from underrepresented groups. In their annual rankings, both *Hispanic Outlook in Higher Education* and *Black Issues in Higher Education* rate Walden University as one of the top schools in granting doctoral degrees to Hispanics.

So what is it about Walden that appeals so strongly to Latino and Latina students? Dr. Robert Ibarra, assistant vice chancellor for academic affairs at the University of Wisconsin-Madison and a member of Walden's board, posed this question to a group of Hispanic students attending a Walden residency in May 1996. The answers that he received form part of the theoretical framework of a book he has tentatively titled *Academia at the Cultural Crossroads: Reframing the Context of Higher Education*.

Ibarra notes that three major themes evolved from these discussions. The leading and perhaps the most obvious reasons are: Walden's convenience and real-life application. Students don't have to leave their communities. More importantly, they are able to apply their scholarly research to their career area.

"One student said to me, 'Nobody heard my accent on the keyboard!' Students in this kind of environment are accepted for their minds–for the way their brain works."

DR. ROBERT IBARRA,

WALDEN BOARD MEMBER AND PROFESSOR

Anna Villafane, an educational doctoral student residing in New York City, echoes this observation. "Sitting in a classroom was out of the question for me," she said, adding that while everything she's learned at Walden has been applicable, it has also given credibility to her professional role at Jersey City State College, N.J., where she works as an administrator. Her workplace provided the inspiration for her dissertation, in which she proposes to investigate reasons for the successes and failures of first-generation Hispanic college students.

Villafane says she has been a casual observer of the Hispanic students in her college for some time, and has an abiding interest in that population. One day her son asked her for help in selecting a topic to write about for a college course. That event prompted her to question how Hispanic students whose parents **didn't** go to school–or college–get help? Villafane says that the type of academic support she was able to give her son was nonexistent for her as an undergraduate and graduate student. She wants to explore the three main areas that she feels contribute to the success and failure of these students: college preparation, family background, and support systems.

Another draw for Hispanic students, says Ibarra, is what he calls "cultural adaptation."

"Unlike many previous experiences," he explains, "they [Hispanic students] do not have to adjust to a predominantly white campus." Consequently, adaptation to a dominant culture that one might find in a traditional residency program is minimized. In reference to Walden's electronic network and communication system, Ibarra states, "**Everybody** has to deal with the virtual community. One student said to me, 'Nobody heard my accent on the keyboard!' Students in this kind of environment are accepted for their minds–for the way their brain works."

Adela González, a Walden doctoral student in Health Services and concurrently interim vice president for administrative affairs at the University of North Texas Health Sciences Center-Fort Worth, observes that many Hispanic students approach their education from a different frame of reference. For this reason, González adds, many have not been successful with traditional education and find the traditional model a poor fit. Walden appeals to those Hispanic students because it is structured to recognize and respect the different learning styles and diverse backgrounds and cultures of its students.

"Sitting in a classroom was out of the question for me." Says Anna Villafane, an administrator at Jersey City (N.J.) State College. Her dissertation investigates reasons for the successes and failures of first-generation Hispanic college students.

Anna Villafane, Administrator, Jersey City State College

There is a downside to learning in a virtual community, a downside that Ibarra acknowledges. Diminished face-to-face interaction and feelings of isolation can sometimes overwhelm even the most independent of students. An attempt to resolve this issue within Walden's Hispanic community resulted in the "Latino listserv," created and maintained by Adela González. The listserv provides a forum for the discussion of professional and academic issues of interest to Latino and Latina students of Walden. It also provides a focus and a sense of solidarity among students. Similar listservs have been developed within Walden's community to address the needs of other specific student populations, for example, gay and lesbian students, and students residing outside of the United States.

Finally, Ibarra credits "educational control" as critical to why Hispanic students choose Walden. "For the first time in their lives, they have control over the educational process. In the traditional setting, the faculty-student relationship is where you earn your stripes. At Walden, students enter as junior colleagues, and they are treated by the faculty as that." Because of the self-paced nature of the curriculum, Ibarra adds, "they **must** be self-disciplined."

González exemplifies the self-disciplined, self-directed, dynamic adult learner. Prior to Walden, she developed a curriculum for and successfully implemented a public health master's program at UNT in

Oscar Pérez, Secondary Dean of Students of Ysleta Independent School District and student Marisol Manriquez

Fort Worth. The need for a Ph.D. prompted her to explore accredited distance-learning programs. After reviewing Walden's catalog, González began contacting faculty and students to discuss the program. "Walden offered what I wanted," she says.

Her initial interaction with the faculty and the flexibility of the curriculum sold her on the school. "You make your experience what you want it to be." The social change mission was also appealing to González, who asserts that she works hard within the system to achieve it. "If I go somewhere, they will know I have been there," she states.

Ibarra asserts that most of graduate education is in opposition to the way in which minorities are taught to learn. According to Ibarra, Walden is "high context." Education and theoretical application occur within the student's environment and emphasize the values of community and family. This, Ibarra says, is highly attractive to the value systems of minorities.

"Walden University has been the most beautiful thing that's happened to me," says Texan Oscar Pérez, a 53-year-old secondary dean of students with the Ysleta Independent School District in El Paso. His fourth grade teacher told Pérez that he would never amount to anything. But Pérez grew up in a barrio with a supportive mother and father who encouraged his education and inspired his strong work ethic. Deeply connected to his family and to his community, Pérez didn't want to abandon the children that he works with (his "Kiddos") to pursue a Ph.D. in psychology. Walden fit into his lifestyle and provided the flexibility that he was looking for. Pérez considers his education at Walden "democratic"–he shapes his curriculum and learns from others. Pérez feels that he has gained confidence since becoming a doctoral student. "Walden has opened my mind," he says. "My horizons have expanded, and I am more demanding of what others have to say."

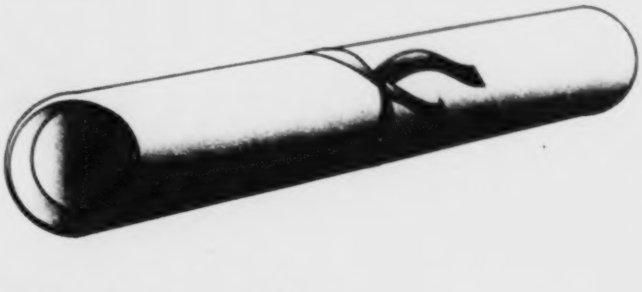
Pérez's mind isn't the only thing that's opened up since enrolling at Walden. The doors of opportunity have also been opening for him. Recently he was offered an adjunct faculty position at El Paso Community College. He credits his status as a Walden doctoral student with playing a direct role in the job offer. In addition, he has accepted a position as a mental health therapist with the West Texas Council on Alcoholism and Drug Abuse, where he will be the only Licensed Professional Counselor on staff.

Anna Villafane summarizes the sentiment of many Walden students when she states, "Walden is a place where scholars are developed, refined, and fine-tuned. And I believe that."

As in any doctoral program, the work is difficult, and the academic standards are rigorous. Students must maintain a high standard of self-discipline while learning in this virtual community. As Villafane says, "You live Walden. It becomes a part of your life." HO

Cynthia Knouft wishes to acknowledge assistance received from Krista Scott Abel Whittemore and Jeff Zuckerman in the development of this article.

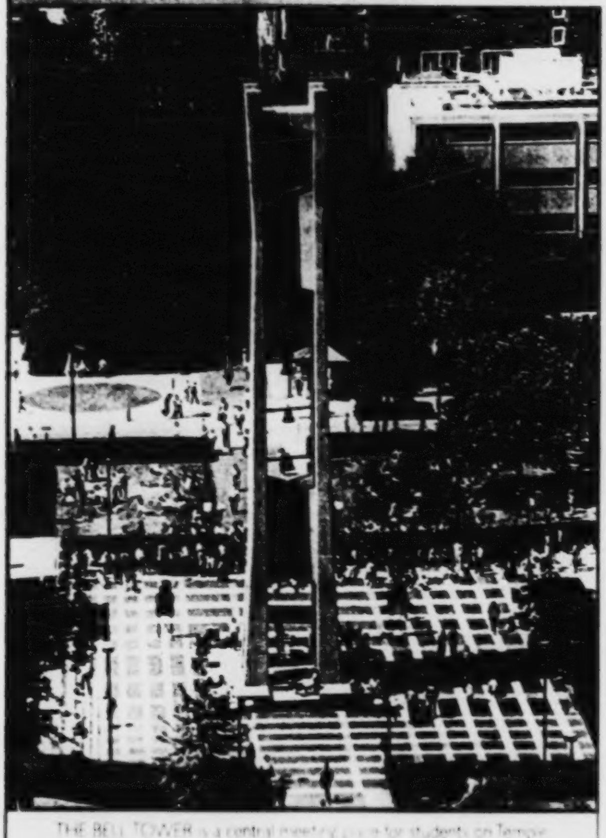
The Honor Roll



Temple University

Affordable, Accessible, and First Class

BY ROGER DEITZ



THE BELL TOWER is a central meeting place for students on Temple University's Main Campus.

The HISPANIC OUTLOOK HONOR ROLL FEATURES A SELECT GROUP OF COLLEGES AND UNIVERSITIES—INSTITUTIONS THAT ARE PROVEN LEADERS IN THE FIELD OF HIGHER EDUCATION. For the Publisher's Picks special issue, this standard of excellence is exemplified by a most highly laudable institution, a school that champions the concept of "community" in all aspects of its mission, from the communities its serves, here and abroad, to the smaller learning communities that flourish within its classrooms.

Few urban universities have the small-school feel and high degree of creativity and flexibility that are built into its programs. Few can match it for excellence in providing quality education to the communities it serves. That is why this issue's pick is Temple University, which resides in the fifth largest city in the United States and champions the concept of affordable education.

Temple University is a comprehensive public teaching and research institution based in Philadelphia, Pa., and a member of the Commonwealth System of Higher Education, along with Pitt and Penn State, since 1965. Some 28,114 students are enrolled on five campuses in the Philadelphia area and at two overseas campuses, one in Tokyo and the other in Rome.

The main campus is located in the heart of Philadelphia, two miles north of City Hall and a mile beyond Center City, Philadelphia. This 94.5-acre campus has excellent classroom, library, and laboratory facilities, the Tomlinson Theater, and even several restaurants. Most first-time visitors are struck by the sight of tree-lined walkways that lead them past buildings both ivy-covered and modern. Many are surprised by the collegial setting of this vibrant urban campus.

The spacious 187-acre Ambler campus is in a more suburban setting, 18 miles north of the main campus in Montgomery County, offering full undergraduate and graduate degree programs in a country atmosphere, and is home to the department of landscape architecture and horticulture. The Health Science Center, one mile north of the main campus, is the site of Temple University Hospital, the College of Allied Health Professions,

James W. England, Provost, Temple University

Honor Roll Facts in Brief

INSTITUTION:
Temple University

LOCATION:
Philadelphia, PA 19122-9967
(215)204-7000

ESTABLISHED:
1884

ENROLLMENT:
28,114

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

TUITION:
$5,870 per year - in-state
$10,752 per year - non-residents

NUMBER OF FACULTY:
2,600 total

SPECIAL PROGRAMS:
African American Studies
Theater
Journalism, Creative Writing
Medicine, Dentistry, Law
Psychology

INTERNET (Website) ADDRESS:
www.temple.edu

and the Schools of Pharmacy, Dentistry, and Medicine.

Tyler Campus is an elegant 14-acre campus on the edge of the city in Elkins Park, Pa., where the Tyler School of Art is found. Tyler's location mirrors its philosophy: a singular emphasis on the development of artistic talent, combined with easy access to the broader university community. There is also the Temple University Center City (TUCC), located ideally for students who might live and work in the area of Walnut Street–the heart of Philadelphia's business, shopping, and restaurant district.

For flexibility, and to create the schedule that best suits an individual learning program, a student may take courses at more than one campus during the same semester. Since transportation between the campuses is available throughout the day and night, access to all campuses and a broader range of courses is made easier.

Temple University offers bachelor's degrees in 107 areas of study, master's degrees in 88 fields, and doctoral and professional degrees in 71 programs. Minority students represent 39 percent of the enrollment of over 28,000–21 percent comprised of African Americans and 3 percent Hispanics. Students attend from more than 100 countries and from every state in the Union.

Every effort is made to encourage these cultures to flourish, and at Temple the cultural traditions mix and often spark lively discussions of values and diversity. Nearly 54 percent of the total enrollment is comprised of women. There are 2,600 full-time and part-time faculty in 14 schools and colleges of the university: Law, Medicine, Dentistry, Arts and Sciences, Education, Business and Management, Communications and Theater, Pharmacy, Tyler School of Art, Social Administration, Health, Physical Education, and Recreation and Dance. Temple University Hospital, which is part of the Health Sciences Center, has an sterling international reputation for leading medical research and health care.

Temple University was founded in 1884 by Dr. Russell Conwell. Since then, the venerable school has graduated 196,000 alumni. One of the hallmarks of the school is its longstanding endeavor to make higher education affordable. Conwell originally established Temple in the belief that higher education should be available to anyone willing to strive for knowledge. He was insistent that cost should never be a barrier to obtaining an education. Temple proudly maintains this philosophy. As a state-related university, the school is able to keep costs within the reach of the average family, offering a great many scholarships, grants, and loans.

One of Temple's great innovations came about in the fall of 1993 when "Learning Communities" were established at the university ...with great results. Based on theoretical models of retention, Learning Communities were designed to break down the large university into smaller units of students and faculty members–in effect, to create small college units out of the big university. The aim is student retention, and it involves teaching students how to learn, getting them involved in each classroom experience, and, according to a university spokesperson, "weaving students into the social fabric of the university." It is hoped that by giving students a better classroom experience, Learning Communities contribute to their academic success and, ultimately, to their persistence in the undergraduate class to graduation.

First-year students quickly find that these smaller groups make it easier to adjust to the college experience. The Learning Communities bring students and faculty together in groups of two to four courses. As students take courses together, they get to know one another and form connections for social and academic support. The faculty who teach courses in each Learning Community are expected to communicate with each other and to experiment, linking topics and themes and assignments.

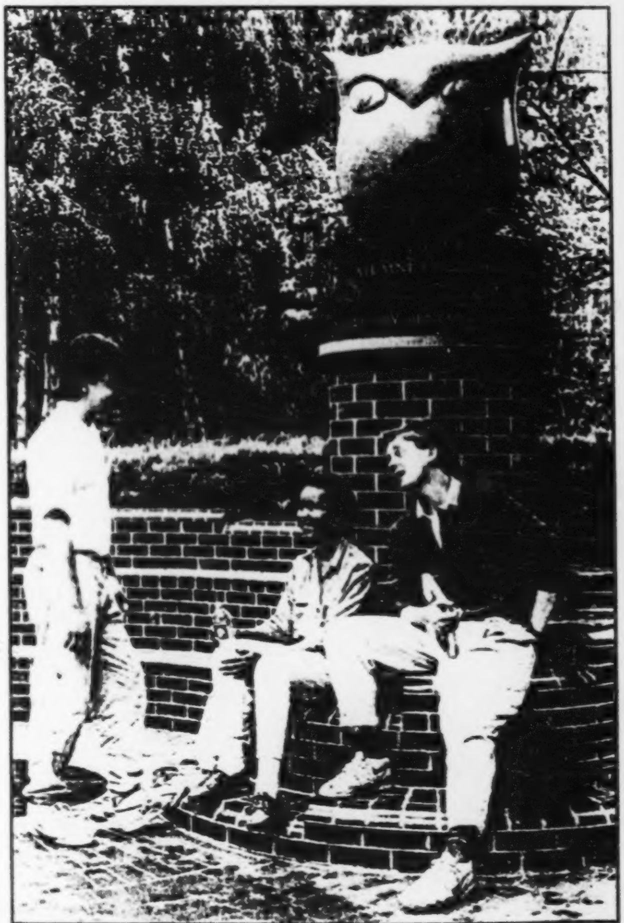
Course activities engage students in small, problem-solving sessions, discussion groups, and study groups. The students feel more comfortable about participating because they know their peers. It has been found that they are more likely to earn a grade for their courses and less likely to withdraw from classes or take an incomplete grade, and the grades earned are higher than those of their non-Learning Community peers.

Provost Dr. James W. England, who initiated the Communities under a $1 million Pew Charitable Trust grant, says, "Learning Communities connect students with each other and with their instructors and encourage students to engage more deeply with the subject matter of their courses." The provost's office adds that the Learning Communities project helped the school identify links and discontinuities in Temple's advising systems, support services, degree requirements, and co-curricular services. The office reports, "We see the Learning Communities as a laboratory in which we can figure out how to improve the first two years for all of our students."

The success of Learning Communities has proliferated scores of the groups within colleges throughout the university. Students are quick to sign up, and the results are dazzling in terms of retention and higher grades. There are other factors. Faculty are more likely to experiment with their teaching methods, and students are now more self-assured members of the greater academic community. Both students and faculty agree: since Learning Communities made their appearance, Temple has become a more exciting place to learn and teach.

Dr. Russell Conwell would be proud to know that the present-day Temple University is a community of learning like no other, serving a community of learners who find that Temple is the place for an affordable, accessible, first-class education.

Some 28,114 students are enrolled on five campuses in the Philadelphia area and at two overseas campuses, one in Tokyo and the other in Rome.



Students gather on Temple campus

The Good Is Never Lost

Reflections of an Interim President

BY DR. ALEXANDER GONZÁLEZ

Ed. Note:
Dr. González was appointed as interim president of California State University-San Marcos in 1997.

STATISTICS TELL US THAT EACH YEAR, SEVERAL HUNDRED INSTITUTIONS OF HIGHER EDUCATION ARE IN THE PROCESS OF PRESIDENTIAL TRANSITION. At nearly two-thirds of those institutions, the president has left without sufficient time for his or her replacement to be found. As a result, a sizable minority of campus leadership takes place during the bridge, provided through an interim presidency.

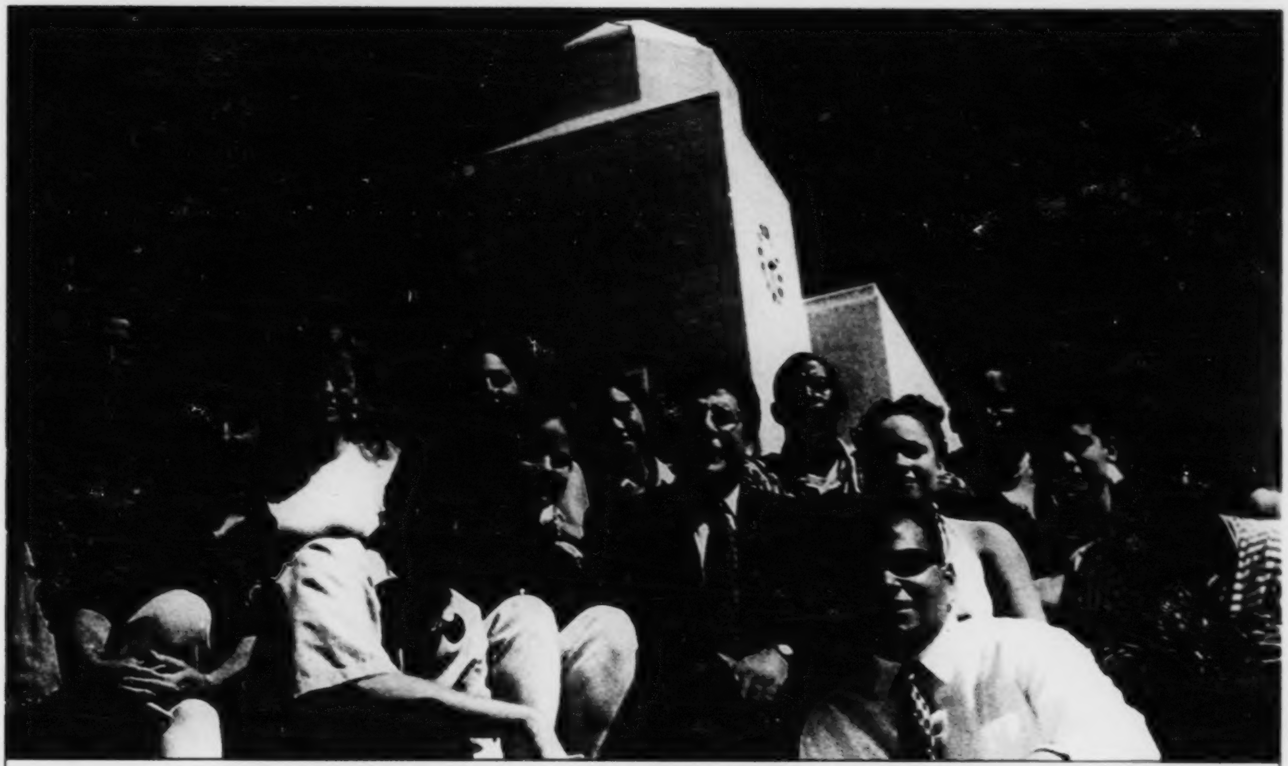
When I was asked to take the interim presidency at CSU-San Marcos, I knew I was accepting both the opportunities and the challenges of leading a new state university to its 10th anniversary, from its adolescence into maturity. When opportunities–and challenges, for that matter–call, none of us has the luxury of falling back on the academic discipline that has served so well. There is no time to examine the literature, frame a hypothesis, survey the field, and report back on our findings, while carefully noting that, "further research is necessary." In my case and, I suspect, in many such situations, accepting the interim presidency came down to about 24 hours of self-reflection that could lead only to an unambiguous "yes" or "no."

I answered "yes."

There is an old Sicilian folktale appropriate to my decision. An elderly couple planted a grapevine, knowing as they planted that they would not drink any wine made from their effort. Stopped to ask why they would labor so hard on behalf of something they would

The newspaper coverage on my first visit to campus carried the headline: "They couldn't wait to meet 'El Jefe' today." Obviously, changing the parameters of media coverage became an issue of my presidency immediately.

President González is standing in front of the clock tower of the completed Academic Hall and the scaffolding that represents the next building–the International Building–of CSU San Marcos.



President González with the elected board of the Associated Students of CSU San Marcos

never enjoy, the old couple replied, "The good is never lost."

The traveler, satisfied with this response, continued on his way. After he was out of earshot, the elderly man asked, "What do you suppose he thinks the good is?"

"Only heaven knows," replied his wife.

After reviewing the small amount of literature available on interim presidencies, I am inclined to agree that only heaven knows what the good will be from it–but that the good will not be lost for the campus or for me.

Interimships tend to be discussed from the point of view of the campus. Times of presidential transition are stressful ones in the life of the institution. Reasonably enough, the focus is placed on how the interim president can keep momentum going or increase the momentum that exists. Depending on the institution's culture and, perhaps, the reason for the president's departure, the interim presidency is an opportunity for the campus to see itself in a fresh context and to make the changes it needs to move ahead.

Koenig and Langevin (1992) list the common problems in higher education that are uniquely suited for an interim president to lead the institution through: untimely presidential resignations; institutional identity, campus confusion, and unclear mission; conflicts between faculty, administration, and governing boards; board interference in daily governance; accrediting sanctions; athletic scandals; campus unrest; and negative media coverage.

As one of the youngest state universities in the country, CSU-San Marcos did not suffer from accrediting problems, from sanctions, or from athletic scandals. It did suffer, undoubtedly as part of its adolescent growing pains, from an unclear sense of its niche within the higher educational system in California.

When I arrived in San Marcos, I spent the first month of my presidency meeting with senior campus administration, faculty governance, student officers, community leaders, and legislators. "What is San Marcos?" I asked. "What are you known for?" The good news is that everyone I asked had a quick response. The bad news is that very few of the answers matched.

The most common answer I heard to "What is San Marcos?" was "multicultural." But "multicultural" is a value, not a niche. Multicultural compared to what? As an accreditation commissioner for the Western Association of Schools and Colleges (WASC), I looked for a measurable context: how does multiculturalism

In my case and, I suspect, in many such situations, accepting the interim presidency came down to about 24 hours of self-reflection that could lead only to an unambiguous "yes" or "no."

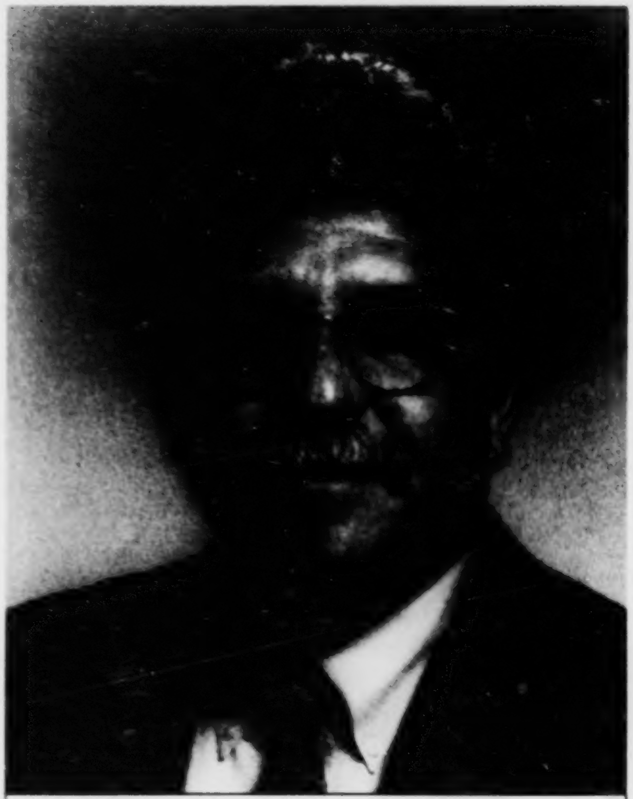
inform or shape academic programs, international exchanges, border studies? What does it mean to student services, student government, the president? What kind of data informs the vision? How do you know when you've achieved it? How do you measure it?

With those observations in my convocation address, delivered just 25 days after I took office, we began the difficult work of visioning and positioning a university. It is a difficult task made easier, I believe, by new leadership, and I expect we will see ourselves with a clearer sense of focus and niche by the end of the academic year.

Before my arrival, the campus had also experienced a year of negative media coverage on a series of racially motivated actions. The campus might have been targeted precisely because of its commitment to values of multiculturalism, since it is geographically located in a politically conservative part of San Diego County. The newspaper coverage on my first visit to campus carried the headline: "They couldn't wait to meet 'El Jefe' today." Obviously, changing the parameters of media coverage became an issue of my presidency immediately.

The opening convocation address mentioned above helped redirect media coverage. It might require the bridge of new leadership to make such a major change of focus almost "overnight." The convocation address gives an excellent example of that possibility. After I delivered the address, the news reporter covering CSU-San Marcos for the San Diego paper asked why I did not discuss racial incidents from the year before. My answer was simple: I wasn't here. I was not about to make an issue of something I knew only from reading his newspaper. The many people I talked to on my arrival were only too glad to see the matter behind us.

The literature characterizes interim presidencies as "bridges" for campuses to move to new developmental stages. I also suggest what the literature makes clear: the interim presidency is an excellent professional bridge from manager to leader. I have served higher education since becoming a faculty member in 1979. But my administrative career really started when I took the position of assistant to the president at CSU-Fresno. At the time, I wanted to see if a change to administration would be a good match for my talents. I believe that it was, and I then served as Fresno's provost and vice president for academic affairs for the next six years.



Dr. Alexander González, Interim President of CSU San Marcos.

Do I want to be a university president? Yes. To me, it's the obvious step if my goal continues to be to provide leadership in higher education. My earlier experience as a presidential assistant enabled me to take a campus-wide view of the administrative enterprise to see where (or if) I would be a good fit. The interim presidency at CSU-San Marcos permits the same wide-angle view of presidential leadership. It gives me exposure and experience as a sitting president, and the opportunity to evaluate the match of my talents to the demands of a presidency. I think almost any opportunity to fill a role as an interim is valuable training–even if it is a little bit like planting a crop without knowing for sure what the crop will yield.

This "bridge" metaphor for the interim presidency, then, is actually a dual pathway. One path provides the impetus for this campus to adjust its cultural view from what it was to what it needs to become. The other path provides the same impetus for me to change perspective from a managerial to a leadership role in higher education.

And, as they say when planting vineyards that will bear fruit in another season: the good is never lost.

Koenig and Langevin list common problems uniquely suited for an interim presidency: untimely presidential resignations; institutional identity, campus confusion, and unclear mission; conflicts between faculty, administration, and governing boards; board interference in daily governance; accrediting sanctions; athletic scandals; campus unrest; and negative media coverage.

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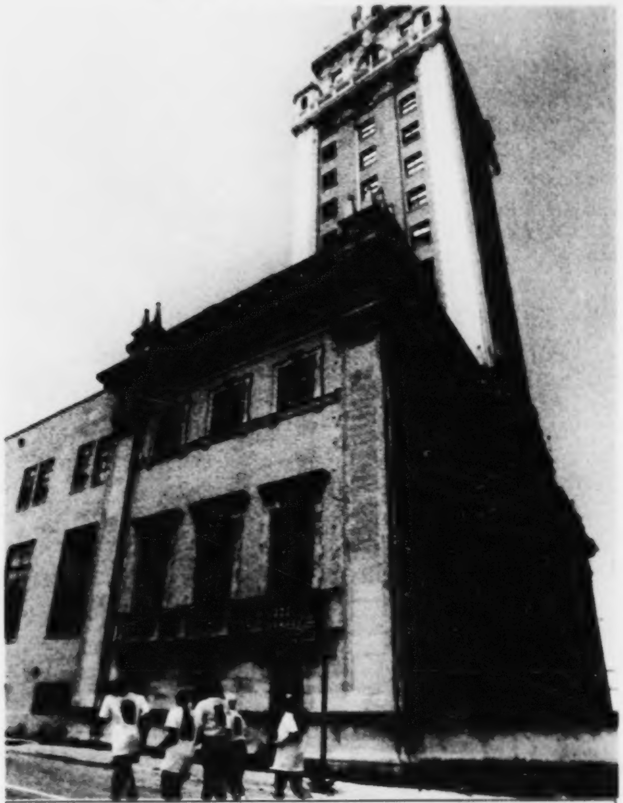
Florida International Celebrates Silver Anniversary

Top Producer of Hispanic Graduates Marks 25 Years of Phenomenal Growth

Silver Anniversary
FIU
25
CELEBRATING EXCELLENCE
CREATING OPPORTUNITY
1972 · 1997



A team of FIU students, alumni, faculty, and administrators carried the torch of knowledge 30 miles between the FIU North Campus and the University Park campus in celebration of the University's 25th Anniversary. These runners are in front of Freedom Tower in downtown Miami.

One of the fastest-growing universities in the U.S. and the number one producer of Hispanic college graduates turned 25 this year. What is most remarkable about this relatively young institution is that FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach.

Last year *U.S. News & World Report* elevated FIU into the national universities category in its annual survey of "America's Best Colleges." For the previous six years, it had been recognized as one of the finest regional comprehensive universities in that same survey. In 1993, the magazine also named FIU as one of the "Best Buys" in college education. And most recently, FIU was named as one of the top public commuter universities in the nation by *Money* magazine.

Modesto A. Maidique, university president, hailed the achievements by calling them "a collective milestone and a personal triumph for the hundreds of thousands of people who have helped in some way to make FIU what it is today." Maidique is the first Hispanic to lead a major U.S. university (see related story on page 25).

The growth of FIU has gone well beyond its founders' dreams. That "founding team," which included the first president, Charles E. Perry, started planning the university in 1969, using an abandoned airport facility and some trailers as interim facilities. The university opened for classes in September 1972 with only one major building, which housed classrooms, offices, the library and cafeteria.

Today FIU has two major campuses–University Park in Miami and North Campus in Biscayne Bay–as well as two academic centers in Broward County. The two campuses have 25 major buildings, including student housing and recreational facilities. FIU is still expanding, having recently added a performing arts center and conference center, and is presently constructing an eight-story library scheduled for completion in 1998.

Although FIU will be focusing on its anniversary milestone throughout the year, the campus kicked off the celebration during Silver Anniversary Week held earlier this fall. Events included a rededication ceremony highlighted by a torch run between the two campuses. Concerts, fireworks, and congratulatory speeches were in abundance during the festivities. As President Maidique proudly pointed out during his keynote address, "FIU is in essence and as our slogan for this year says: "Celebrating Excellence and Creating Opportunity."

This article was prepared in cooperation with Florida International University's Office of Media Relations.

Modesto A. Maidique: *A Pioneer President*

Modesto A. Maidique, who is sometimes known by his nickname "Mitch," has been president of Florida International University since October 1986. There have been considerable changes at the university since Maidique took the helm 11 years ago. The number of faculty has increased from 600 to 1400 and the budget has more than doubled, from $99 million to $200 million.

But some of the university's most significant strides have been its expansion into graduate-level education and its major research projects. Maidique reflected on the growth in enrollment and programs in an interview about his years as president.

"Soon after I was appointed president, I established some long-term goals. One of them had to do with recruiting an enrollment comparable to other great public universities. We have reached that goal-30,000 students-because the need was there and the community demanded it.

"I also knew that if we wanted to be considered for the status of research university, a designation given to only 5 percent of the nation's colleges and universities, we would have to increase our programs and opportunities. By expanding to the level of doctoral education and by establishing professional schools in areas such as architecture, we have been able to attract $30 million in sponsored research projects."

It's not surprising that the Cuban-born Maidique's vision for FIU was modeled after the nation's top universities. He studied and worked at some of the country's most prestigious institutions. He earned three degrees from the Massachusetts Institute of Technology, including his bachelor's, master's, and Ph.D in electrical engineering. Maidique is also a graduate of the Harvard Business School's Program for Management Development. Prior to assuming the FIU presidency, Maidique taught at MIT, Harvard, and Stanford University.

Maidique's resume also boasts an impressive list of entrepreneurial and corporate activities. He co-founded the Semiconductor Division of Analog Devices, Inc., now a $300-million manufacturer of integrated-circuit equipment. He consulted and lectured for major American firms such as IBM, Rockwell International, Honeywell, and Texas Instruments. He also served as president and chief executive officer of Collaborative Research, Inc., a genetics engineering firm, and as a General Partner of Hambrecht & Quist, a venture capitalist firm. Maidique is the co-author of numerous articles in academic journals, a contributing author to 10 books and the co-author of ***Strategic Management of Technology and Innovation***, a standard business school text in the management of technology field that has been adopted by more than 100 universities.

But like many CEOs, Maidique is not resting on his laurels. When asked about FIU's future, he said, "Even though the university has made remarkable progress, I think that the next 10 years will be even more remarkable. I predict that our enrollment will reach 45,000 and that we will have a law school and maybe a joint medical school with FAU. And a football team!"

FIU President Modesto A. Maidique talks with students on campus.

President Modesto A. Maidique is interviewed by Univision Network reporter Félix Guillermo during the anniversary week. The FIU Golden Panther mascot joined the party.

FIU at a Glance

ADDRESS:
University Park
Miami, Fla. 33199-0001

ALUMNI: 70,000

TUITION: Undergraduate - $1500 (Florida residents)
Graduate - $2700 (Florida residents)

FACULTY: 1400

DEGREE OFFERINGS: Bachelor's, master's, and doctorate degrees offered in 120 disciplines

RESEARCH: $30 million in sponsored research per year with projects ranging from engineering to biology

ENROLLMENT: 30,000 students

Hispanic	49%
White	26.7%
Blacks	14.2%

FIU is the Number 1 producer of Hispanic college graduates with approximately 2000 Hispanics receiving degrees in the 1996-97 academic year

FIU students come from 146 countries. Some of the largest groups include

Cuba	1,100 students
Jamaica	802 students
Nicaragua	680 students
Colombia	495 students
Peru	338 students

Latinos in Beisbol Golden Dreams University of Toledo Luis Leal

DECEMBER 12, 1997 • $3.75 VOLUME 8 • NUMBER 8

THE HISPANIC Outlook IN HIGHER EDUCATION

WOMEN, SPORTS, AND EQUALITY: A CAMPUS REPORT CARD

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 0765

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A CAPITOL VIEW

Choosing a Career?

How about the Foreign Service?

BY
GUSTAVO A. MELLANDER

DESPITE SOME SETBACKS, SUCH AS THE CURRENT TURMOIL OVER AFFIRMATIVE ACTION, HISPANIC COLLEGE STUDENTS FACE AN EVER-EXPANDING RANGE OF OCCUPATIONAL CHOICES. Among their options are careers in business, academia, or government. Some of these offer the chance to live and work abroad. In particular, bilingual language skills and the ability to live in and understand both American and Hispanic cultures give Hispanics a unique opportunity to be a part of the process that is drawing the United States, Mexico, and Latin America closer together.

One career that Hispanic college students, as well as Hispanics out of college, might want to consider is the Foreign Service of the United States. Today's Foreign Service consists of 4,000 officers and 3,000 specialists serving in more than 250 posts in more than 170 countries and in the State Department. Foreign Service officers represent U.S. interests in the host countries where they are assigned and advise the president on foreign policy.

Years ago, the Foreign Service could rightly be described as an Ivy League white male "good old boys" club. This is no longer the case. Former Foreign Service Director General Anthony Quainton, in a September 1996 speech, told a Foreign Service audience to be proud that "we have become a diverse Service, truly representative of America." Just prior to the speech, he had been involved in the rigorous selection process for new Foreign Service officers, and he called them "a remarkable group of men and women from all corners of America."

"They are diverse in age, gender, race, ethnicity, and geographical origins. They are immensely talented," he said.

Hispanics within the Foreign Service are making significant contributions to their country. One example is Lino Gutiérrez, a career Foreign Service officer, who assumed his duties as U.S. ambassador to Nicaragua in December 1996.

Ambassador Gutiérrez was born in Havana in 1951. He attended the University of Miami and then the University of Alabama, where he earned an M.A. degree in Latin American Studies.

Gutiérrez taught social studies in the Dade County public schools and worked for the Urban League in Miami before joining the Foreign Service in 1971. His first tour as a Foreign Service officer was in the Dominican Republic. He subsequently served tours in Portugal, Haiti, France, and the Bahamas, as well as in the State Department. At the time of his nomination as ambassador, he held a senior position in the State Department's Bureau of Inter-American Affairs.

Lino Gutiérrez, U.S. Ambassador to Nicaragua, taught social studies in the Dade County public schools and worked for the Urban League in Miami before joining the Foreign Service in 1971.

Ambassador Gutiérrez's background and career are similar in many respects to that of other Foreign Service officers. He was 26 when he joined. Most people are surprised to learn that the average age of entering Foreign Service officers is about 29. To join the Foreign Service, a candidate has to be between the ages of 20 and 59. The class of 44 new officers who entered the Service in September 1996 averaged age 32.

Ambassador Gutiérrez was born abroad. Five of the new officers in the September 1996 class were also born abroad. The other 39 were from 15 different states. Ambassador Gutiérrez earned an M.A. before joining the Foreign Service while, comparatively, the 44 new officers held, collectively, 29 advanced degrees. Ambassador Gutiérrez worked as a public school teacher prior to joining the Foreign Service. In 1977, the year he joined, other new Foreign Service officers came from a wide range of backgrounds and included a fireman, an Episcopal minister, an army colonel, and a state trooper.

One of the conditions of joining the Foreign Service is that the officer must be willing to serve anywhere in the world. About one-third to one-half of an officer's career is spent in Washington. Hispanics with fluency in Spanish have a good chance of serving in Spanish-speaking posts in Latin America and elsewhere at times in their careers, but they also will have opportunities to serve in other areas. Gutiérrez has served in the Caribbean and in Europe, as well as in Latin America, and has spent about a third of his career in Washington.

How does one join the Foreign Service? The first step is to take the Foreign Service written examination that is usually given once a year. The written examination tests the candidate's knowledge of American and world history, American and foreign systems of government, economics, the arts, and basic trends in American culture. In addition, the examination includes a section on English grammar and usage. Writing is a vital skill in the Foreign Service.

The next written examination will take place on February 28, 1998, at test centers across the country and at Foreign Service posts worldwide. Application booklets were distributed to most college and university placement centers this fall. Persons interested in taking the written examination can obtain registration forms from:

U.S. Department of State
Recruitment Division/Exam
FSWEB
P.O. Box 12226
Arlington, Va. 22219

To join the Foreign Service, a candidate has to be between the ages of 20 and 59. The class of 44 new officers who entered the Service in September 1996 averaged age 32.

Candidates who pass the written examination then take part in a day-long oral assessment that examines their response to typical Foreign Service situations. Those who pass the oral assessment must undergo a security background check and receive a medical clearance.

Candidates for the Foreign Service must choose from one of four career "cones"–consular, administrative, political, and economic. They will spend most of their early and mid-careers in their chosen cone.

Consular officers are responsible for issuing visas and for providing services such as renewing passports and registering births to Americans abroad.

Administrative officers provide administrative support to the embassies and consulates, including support to the many other U.S. government agencies that have a presence abroad.

Political and economic officers report on events in the host country, present American policy positions to the host country government, and advise the ambassador on policy. In addition, the United States Information Agency, which handles America's public diplomacy, has a cone of its own.

Because of the heavy consular load facing U.S. embassies and consulates, consular officers are especially in demand.

Another way to join the Foreign Service is to become a Foreign Service specialist. These positions do not require taking the Foreign Service written examination and are recruited for in much the same way that civil service positions are handled. A range of administrative positions–among them personnel, general services, information technology specialists, and secretaries–are available through postings and newsletters. At times, applications for particular positions are closed. If interested, it is worthwhile checking from time to time to see which positions are open.

Information on Foreign Service specialists can be obtained from:

U.S. Department of State
Registrar/Board of Examiners - www
Box 9317
Arlington, Va. 22219-0317

Those considering the Foreign Service can gain further insights into the career by visiting the State Department Web site at www.state.gov/www/dept.html. They might also find it interesting to visit the Web sites of various U.S. Embassies abroad. Ambassador Gutiérrez's post, for example, the U.S. Embassy in Nicaragua, has a Web site at www.usia.gov/posts/managua.html. Another Web site that might be of interest is that of the related professional organization, the American Foreign Service Association. The Web site is located at www.afsa.org/index.html.

Dr. Mellander is a professor at George Mason University

Latinos in Béisbol

Forum Scouts the Territory

BY
ED BRENNEN

It was perhaps the most compelling sidebar to this year's World Series—the story of Livan Hernández, the 22-year-old rookie pitcher for the Florida Marlins. Hernández reached the pinnacle of his sport in just his first season in the big leagues, but his family back home in his native Cuba was unable to witness his crowning moment. While Hernández, who defected from Cuba to join the Marlins, pitched in the World Series, his mother and brothers in Villa Clara could follow his heroics only via short-wave radio, telephone calls, and word of mouth.

The story of Livan Hernández, who literally had to leave behind his life and his heritage in order to pitch in the major leagues, served as a fitting backdrop for a recent panel discussion held by Northeastern University's Center for the Study of Sport in Society. The discussion, "Latinos in Béisbol," held this fall, was co-sponsored by the Latino Student Cultural Center in conjunction with Hispanic Heritage Month.

Moderated by José Massó, senior associate director for the center, the discussion was designed not only to reflect on the contributions of Latinos in baseball, but to analyze the successes of and the stereotypes and barriers encountered by Latinos in the game, Latinos whose numbers are indeed increasing.

According to Massó, in 1991-92, major league baseball was comprised of 68 percent white players, 17 percent Black players, and 14 percent Latino players. By 1995-96, those numbers had changed to 62 percent white, 17 percent Black, and 20 percent Latino. The face of the "American Pastime" continues to change, but the panel discussion

More than any other professional sport in the U.S. today, major league baseball reflects the American ethos of the "melting pot." Players hail from Mexico, the Dominican Republic, Cuba, Colombia, Venezuela, Japan, Korea, and elsewhere.

From left to right: Dan Duquette, executive associate director, Northeastern University's Center for the Study of Sport in Society; David Beard, sportswriter, *Fort Lauderdale Sun Sentinel*; José Massó, senior associate director, Northeastern University's Center for the Study of Sport in Society.

From left to right: Richard Lapchick, director, Northeastern University's Center for the Study of Sport in Society; Carlos Pena, sophomore, NU Baseball team; Prof. Alan Klein, author, Northeastern University professor of anthropology.

posed the question: With what consequences?

Offering insight into this question were panelists with four unique perspectives: Boston Red Sox general manager and executive vice president Dan Duquette, *Fort Lauderdale Sun-Sentinel* sportswriter Dave Beard, author and Northeastern professor of anthropology Alan Klein, and Northeastern sophomore baseball player Carlos Pena.

More than any other professional sport in the U.S. today, major league baseball reflects the American ethos of the "melting pot." Players hail from Mexico, the Dominican Republic, Cuba, Colombia, Venezuela, Japan, Korea, and elsewhere. The game increasingly attracts talent from all over the world.

When Dan Duquette came to the Red Sox in 1994, he used his first-ever draft pick to take Nomar Garciaparra of Georgia Tech University. Garciaparra, who is of Mexican descent, went on to earn the American League Rookie of the Year award this season. Duquette explained why major league teams actively pursue players from all corners of the planet–particularly Latin America.

"If you're going to be a competitive club, you need to look for more sources than just the U.S. for players," Duquette said. "We spend a lot of time in the Dominican. That's where the ballplayers are. Statistically, this bears out."

But Professor Klein, who has written several books on baseball's Hispanic roots, including ***Baseball on the Border: A Tale of Two Laredos***, questioned "the unintended consequences" of baseball's constant search for new talent. Klein likened the culling of potential talent to the clear-cutting of forests, where little effort is made to replenish the soil from which the trees are taken.

"I don't think it's appropriate to ask major league baseball to save these countries," Klein said, "but when you look at a team like the L.A. Dodgers, it's like a multinational corporation going into a third-world country....The long-range effect is unintended, but it is pernicious. It is dangerous. The only thing we can do is be more sensitive."

Klein's comments sparked a candid response from Duquette, who said, "I've never thought about going into Latin American countries in terms of what major league baseball brings to the community. I've always thought of finding baseball players."

As a native of the Dominican Republic, Carlos Pena was one of those Latino boys who dreamed of one day playing baseball in the major leagues. "Baseball is the main sport; it's what we do," said Pena. "We don't have the access to technology as much, so we grab a stick and say, 'Let's play baseball.' Every kid wants to be a major league player."

Pena has been able to follow his dream to the U.S., but the journey has not been an easy one. He originally attended a university in Ohio, where he said he was the only Hispanic on campus. Being away from home for the first time, together with the culture shock ("I went from eating beans and rice to mashed potatoes and corn."), led him to transfer to Northeastern, where he was named Most Valuable Player during his team's conference tournament last spring.

But Pena is just one of two Latinos on the Northeastern team, and just one of 56 Latinos playing Division I college baseball across the U.S. Richard Lapchick, director of the Center for the Study of Sport in Society, pointed out these statistics, as well as others, in his keynote address for the evening. "Only 493 of the 28,000 athletes in Division I sports are Latinos. And with all the Latinos at the major league level, only 56 play Division I

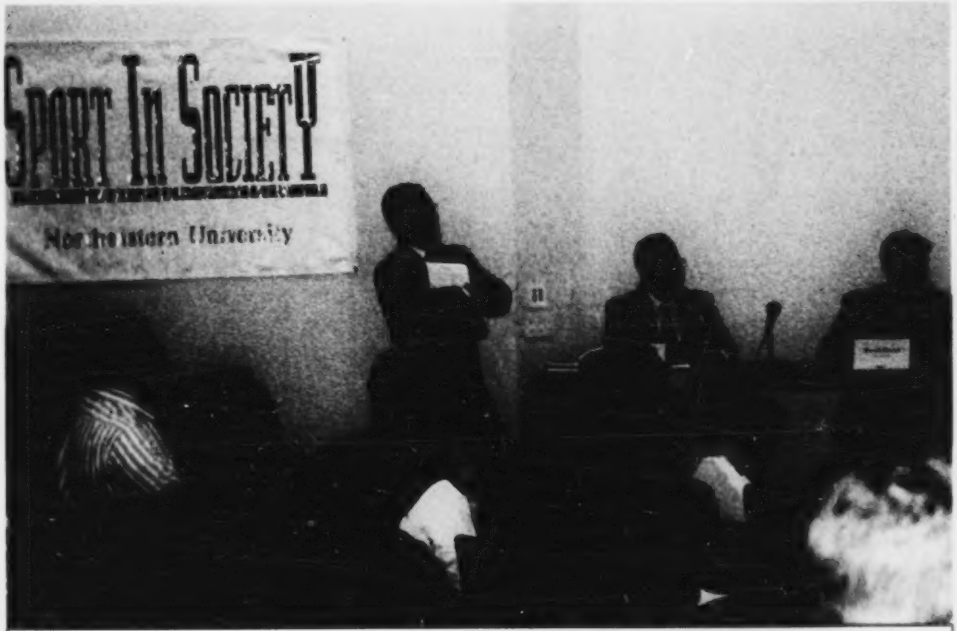
As a result of the culture gap, Latino baseball players are often misunderstood by fans and members of the U.S. media.

baseball," said Lapchick, who added that there is only one Latino athletic director at a Division I-A college.

Lapchick said that in this 25th anniversary year of the death of Puerto Rican-born superstar Roberto Clemente, these statistics should be considered. Clemente died in a plane crash in 1972 while on a humanitarian mission to relieve earthquake victims in Nicaragua. "I ask you to celebrate Clemente's life and legacy by further scrutinizing how many Latinos and African Americans hold power positions on our fields, in our front offices, as vendors, and as people who have power and influence in our college athletic departments," Lapchick said.

Even those Latino players who **do** make it to the major leagues face struggles. While they might find themselves earning millions of dollars, and while they might become instant heroes in their homeland, they still face the challenge of acclimating to life in the United States. Duquette pointed out that most Major League teams offer programs to help the acclimation and education process, but sportswriter Dave Beard said more work needs to be done by the media and by the teams to meet players halfway.

As a result of this culture gap, Latino baseball players are often misunderstood by fans and members of the U.S. media. To illustrate this point, Lapchick brought up the case of Wilfredo Cordero, the Boston Red Sox outfielder who was arrested this summer on spousal abuse charges. "How many people, when reading stories about Wilfredo Cordero's background, heard that Latino men are more emotional and more violent, which might have led to his arrest?" Lapchick said. "Ignored in all this is the fact that the day he was arrested, 8,200 other American women were battered on the same day, a fact not bound by geography, class, race or culture..."



From left to right: Richard Lapchick, Director, Northeastern University's Center for the Study of Sport in Society; Carlos Pena, sophomore, NU Baseball team; Prof. Alan Klein, author, Northeastern University professor of anthropology

Another well-known case involving a Hispanic baseball player was that of Roberto Alomar, the Baltimore Orioles second baseman who was widely maligned after spitting in the face of umpire John Hirschbeck last season. Alomar's action prompted a huge backlash among fans in the U.S., but Massó questioned what the reaction might have been had the player involved been Cal Ripken, Jr. "I think there would have been a period of introspection among fans," Klein said. "They would have wondered what possibly could have provoked this."

To improve the understanding between the Latino baseball player and the fans, Beard said journalists need to do a better job in trying to communicate with the players. Beard, who covers the Florida Marlins, discussed how he as a sportswriter was able to gain trust from Latino ballplayers because of his knowledge of the Spanish language. Many in his profession, however, do not offer this bridge, and as a result they miss out on numerous stories, stories such as Livan Hernández and his family back home in Cuba.

"Only 493 of the 28,000 athletes in Division I sports are Latinos. And with all the Latinos at the major league level, only 56 play Division I baseball." Richard Lapchick, director, Center for the Study of Sport in Society

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Women, Sports, Equity:

A Report Card

Are WOMEN RECEIVING A FAIR SHARE OF THE OPPORTUNITIES IN INTERCOLLEGIATE ATHLETICS? That was exactly the question asked by the Women's Sports Foundation when it launched the surveys that led to its *Gender Equity Report Card*, a review of athletic opportunities for women in higher education for 1995-96. The findings suggest that many colleges and universities are allocating resources at roughly a 2-1 ratio between male athletes and female athletes despite the fact that women outnumber men on most college campuses.

The Women's Sports Foundation, a national nonprofit educational organization dedicated to increasing opportunities for girls and women, initiated the report card to determine the status of gender equity on college campuses throughout the country. The composite grade was calculated based on four criteria: athletic participation, scholarship allocations, recruitment spending, and operating expenditures. Approximately 85 percent of the institutions in the NCAA responded to the survey, making the results fairly comprehensive.

Results seem to indicate that in most schools, women did not have the opportunity to participate in sports at rates proportionate to their numbers on campus while men's opportunities far exceeded their proportionate numbers on campus. The survey also indicated that in most American colleges and universities during 1995-96, male athletes were given disproportionate scholarship dollars, some 64 percent of the total scholarship funds allocated. Significantly less financial commitment was made towards the recruitment of female athletes, only 26.6 percent of the total $61,413,179 spent on these activities. Finally, in only a small percentage of colleges and universities did the women's teams receive a share of the total operating expenditures that was proportionate to enrollment.

Of the 767 institutions that participated in the study, only 26 received full "A" ratings for their women's sports programs. A few schools received "D" ratings, and, interestingly enough, those schools have female majority enrollments.

According to the survey, women still have significant ground to cover with regard to coaching opportunities. Men occupy the bulk of head and assistant coach positions, some 98 percent, for men's sports across the NCAA. In addition, men hold 45 percent of the head coaching and 32.6 percent of the assistant coaching jobs for women's teams.

The Women's Sports Foundation maintains that although great strides have been made in recent years, women athletes continue to play catch-up with male counterparts on the not-so-level playing fields of college athletics. They also

Of the 767 institutions that participated in the study, only 26 received full "A" ratings for their women's sports programs.

conclude that colleges and universities appear to be more strongly committed to meeting the needs and interests of male athletes than those of women athletes. On a more positive note, they acknowledged that women's sports have expanded at a faster pace than have men's. But a recent NCAA report found that the increases in men's budgets between 1992 and 1997 *were greater than the entire cost of women's programs*.

There have been some areas identified where women have failed to make significant inroads. In a related study developed by R. Vivian Acosta and Linda Jean Carpenter of Brooklyn College, findings indicated that in 1996, 23.9 percent of NCAA women's intercollegiate athletics programs still involved no female at any level within the administrative structure.

The Women's Sports Foundation claims that too many colleges and universities are not making the grade when it comes to providing female student-athletes with the same athletic and educational resources as their male peers. The members of the Foundation are disappointed that so many institutions seem complacent about their average performance.

The president of the Women's Sports Foundation, Wendy Hilliard, believes, however, that the 1996 Olympic Games contributed greatly to the growth in respect and appreciation for women's sports. As the "Games of the Women," last year's Olympics did much to elevate the media exposure, public perception of talents of female athletes, and popularity of women's team sports. For the United States, women made up 280 of the team members (42 percent) and brought home 38 of the team's total medals (40 percent).

"The sheer magnitude of the electronic and print media coverage of the Games brought influential female athlete heroes and role models, models to aspire to, to girls and women all over the world," Hilliard said.

With its International Women's Sports Hall of Fame, the Foundation honors outstanding individuals for their athletic achievements and their contributions to women's sports. Past honorees include Olympian Rebecca Lobo, noted college and now professional basketball player.

The *Gender Equity Report Card* is intended to be a multi-purpose resource for individuals in the college selection process, for alumni interested in assessing their institution's treatment of student athletes, and for administrators and policymakers monitoring gender equity in sports.

Women's sports have expanded at a faster pace than have men's. But a recent NCAA report found that the increases in men's budgets between 1992 and 1997 were greater than the entire cost of women's programs.

For the United States, women made up 280 of the Olympics team members–42 percent–and brought home 38 of the team's total medals–40 percent.

FACTS IN BRIEF

Compiled from data collected by Women's Sports Foundation–

47.7% of women's college teams are coached by women. Only 1 percent of men's college teams are coached by women.

34% of collegiate athletic scholarship dollars are awarded to women athletes. Male college athletes receive over $184 million in scholarship dollars every year.

In professional basketball, the average salary of male players is 140 times higher than the average salary of female players.

Of the 197 countries participating in the 1996 Olympics, 26 still did not bring women with their athletic delegation: However, a record number of women competed, 3,684, which is close to 1,000 more than in any previous games.

93.5% of all NCAA athletic directors over women's programs are white, non-Hispanic.

87% of parents accept the idea that sports are equally important for boys and girls.

Half of all girls who participate in some kind of sports experience higher than average levels of self-esteem and less depression.

Men's sport participation has not suffered at the expense of providing participation opportunities for women.

In 53 issues of Sports Illustrated *(1996), women were awarded four cover shots. One was the Olympic preview issue featuring women from the U.S. Basketball Team. The others were: bloodied boxing newcomer Christy Martin, controversial Cincinnati Reds owner Marge Schott, and the models for the swimsuit issue.*

Golden Dreams

Florida International University Golden Panther Basketball

BY
AILEEN IZQUIERDO

It's five minutes before midnight.

A very tall group of 17 women stands behind one closed door. Behind another, a similar group of men stand just as tall.

Their season is about to begin.

They are invaded by that feeling of anticipation one can feel only after many months of waiting.

And it shows. They are hopping slightly from side to side, their bodies warming up, the sweat beads beginning to appear. Their fingers are ready to grab the basketball that, in turn, will bounce against the polished court before it bounces back to the mercy of their hands.

11:58 p.m. - Anticipation becomes exhilaration.

They have played this moment in their heads time and time again. They will break into a run, go through those doors, and the spotlights will show the world that these 34 have become unbound.

The clock strikes midnight.

"Midnight Madness" is here.

The run begins. They go through the doors, and the fans in the arena explode in a frenzy.

FIU's first official basketball practice is on at a crowded Golden Panther Arena. It is the start of the new basketball season for the men's and women's teams of the National Collegiate Athletic Association (NCAA).

SHAKEY RODRÍGUEZ

It was 1973 when a handful of children played basketball in the "Tin Gym," the affectionate nickname for the old airplane hangar that served as FIU's indoor basketball court more than two decades ago.

The group called themselves the FIU Basketball Club. One member of the team always had an opinion about how things should be done. One day the coach said to him, "Maybe you should coach this team if you know so much."

Twenty-two years later, that boy from Little Havana is coaching the team.

Marcos "Shaky" Rodríguez, a national high school coaching legend and graduate of FIU, leapt into Division I college basketball two years ago when he accepted the job of head men's basketball coach for FIU's Golden Panthers. Rodríguez had long been sought as an assistant coach by many of the nation's elite college programs, but he said he would not leave Miami.

"I wanted to stay in Miami with my family. I didn't want to go all over the country. I had a great program at Miami Senior High School. The only way I would have left Miami High was to be a head coach at a Division I university in the Miami area," said Rodríguez. "I am very happy it was my alma mater." Rodríguez graduated from FIU's College of Education.

Rodriguez, the only Cuban head basketball coach in the nation, was given the nickname of "Shaky" by his high school coach because he would not stand still during practice. He became the Golden Panthers' third head coach since the program began in 1981.

In Rodríguez, FIU landed a coach who is not only a proven winner on the court but who also has a great following in the community.

"Shaky has brought a tremendous amount of energy to the program and to the South Florida community," said Eduardo Hondal, director of alumni affairs at FIU. "He motivates the players and draws the community into our fight for a national title."

Before he was recruited for FIU, Rodríguez was considered one of the best high school coaches in the nation. In 14 seasons, he had a winning percentage of 87.3.

"My style of coaching has not changed since I left Miami High," said Rodríguez. "It is aggressive and animated with lots of fast-break offense and defense-dominated style."

In the two years he has been at FIU, Rodríguez has led the team through a remarkable period of growth. Last year the team had a major turnaround and ended with a 16-13 record and only one game away from qualifying for the NCAA tournament.

"I would be cheating my players if I did not set the NCAA tournament as a goal," said Rodríguez. "Our team is favored by the polls to advance to the tournament, and I fully expect that we can make it."

Rodríguez has prepared a rigorous non-conference schedule early in the season featuring road games at Maryland, Villanova, Michigan, Alabama, and Notre Dame.

"The schedule will make our team grow up quickly," he said, "and gives us the chance to get national recognition."

The men's team made it to the NCAA tournament once in its history, during the 1994-95 season under the direction of former head coach Robert Weltlich, and lost to the eventual champions, UCLA.

This year's team has all the promise that a coach could ask for. Rodríguez feels that this is his best team since he has been at FIU. Seven players return to the roster that features freshmen Carlos Arroyo and Karel Rosario, who have been tagged as "future stars."

The team applies Rodríguez's mantra of "relentless pressure for 40 minutes equals success" to its uptempo style and wears the slogan on the back of their practice jerseys.

"I don't think there is a team in the country that's worked as hard as we have in the weight room and in conditioning," said Rodríguez.

Rodríguez has had help in his two years at FIU from an excellent coaching staff. Starting in his third year at FIU is Kenny McCraney, the team's assistant coach. Also contributing to the success of the men' program are Jose Ramos and Vince Cauteri, the assistant basketball coaches.

"Shakey is the finest teacher of basketball I have ever seen," said Orville "Butch" Henry, FIU's new athletic director. "I am confident that with his guidance, we can be among the nation's elite."

The only way I would have left Miami High was to be a head coach at a Division I university in the Miami area," said Rodríguez. "I am very happy it was my alma mater." Rodríguez graduated from FIU's College of Education.

Marcos "Shakey" Rodriguez, Head Men's Basketball Coach,
Florida International University

CINDY RUSSO

There is no doubt that Russo, in her 18th season at FIU and with a winning percentage of 72.5, is among the nation's best basketball coaches. She recruits Europe's best young talent and has led her team to the best record of any college program in Florida in the 1990s.

Russo, who is one of only 29 coaches to have acquired 400 victories, has led the FIU women's basketball team to 15 consecutive winning seasons and four post-season berths.

"Cindy is a dynamic individual whose basketball record is beyond reproach," said Butch Henry. "She is certainly a role model for the community, and with her exceptional talent, she will bring FIU basketball to the next level."

As with many women's sports throughout the nation, there has been a lack of social and media recognition despite FIU's successful record. While this does disturb Russo, she is not one to go looking for praise.

"I go about doing my job and work each and every day to improve myself, my players, and my program," said Russo. "I can't control what I can't control."

"There can be support of the four pro teams in Miami and for college athletics, too. We are very entertaining in our own way. Women's basketball has come a long way in the past few years."

The proof of Russo's statement is apparent in the emerging national frenzy about women's basketball with the rise of the American Basketball League (ABL) and the Women's National Basketball Association (WNBA). "I think both the ABL and the WNBA are fantastic avenues to further the career of truly talented women basketball players," said Russo. "This gives women the chance to play professionally without having to go to Europe."

Indicative of the turning tide for women's basketball and as a tribute to the incredible feat Russo has accomplished, last year the Florida Metro Dade County Commission proclaimed February 4th as Coach Cindy Russo Day. The proclamation specifically recognized Russo's significant accomplishment as the 29th NCAA Division I coach to win 400 career games.

"My team has had the support of the university administration, and I am thankful for that. Not every college coach has the support I have been given here," said Russo, who received her master's degree in education from FIU in 1978. "I love the diversity of the area. I am very happy where I am. I have put a lot of work into the FIU program for many years, and I want to play it through to the end, whatever that might be."

No college basketball team–men's or women's–in Florida has had the success of FIU's women's team in the '90s. According to the NCAA, FIU ranks 15th nationally in winning percentage and 17th overall in total wins in the 1990s.

The easy-going Russo likes to share her success. And no one has been more valuable to Russo and the team's success than associate head coach Inge Nissen. The two met when Russo, then an assistant coach at Old Dominion, where she received a bachelor's degree in health and physical education, recruited Nissen. Nissen, an exceptional player, led Old Dominion to one NIT championship and two national championships. Russo didn't hesitate to bring Nissen to FIU as her assistant when the opportunity presented itself.

"I have to share a lot of my success as a head coach with Inge," said Russo.

Russo and Nissen (who speaks seven languages) have been a formidable recruiting team in Europe. This season, nine of the team's 14 players, including its top three returning scorers, are from Europe. They truly have put the word "international" in Florida International University.

Cindy Russo, Head Women's Basketball Coach
Florida International University

Also adding to the formidable coaching staff is assistant Kertria Lofton, who began her career at FIU this year.

Last season, the women's team made the NCAA tournament for the third time in the past four seasons. They lost in the opening round.

Russo expects to return to the NCAA this year.

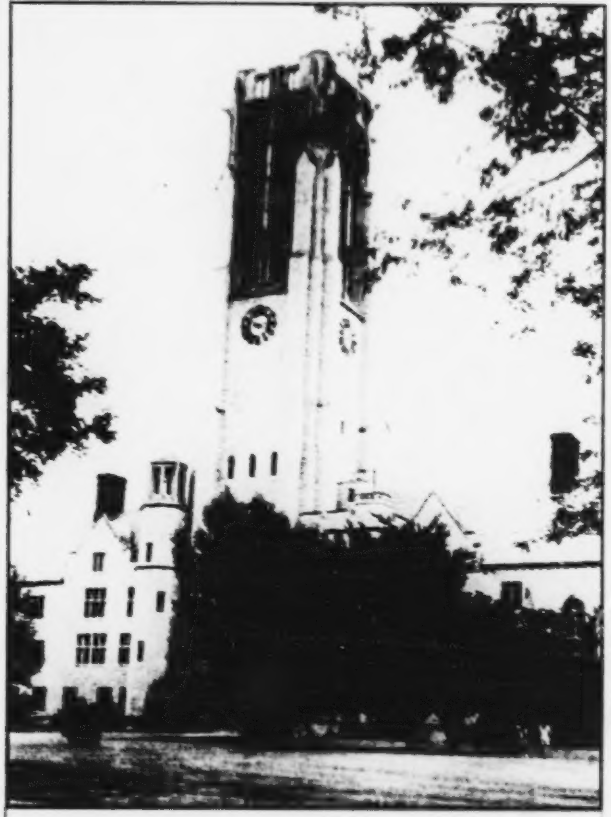
"I don't set many long-term goals," said Russo. "I believe in doing the little things each day that make you better. Day after day, if you do what you are supposed to be doing, you will improve, and the long-term goals take care of themselves. I'd like to see us get back to the NCAA tournament. And I believe we will."

The Honor Roll

The University of Toledo

Merit Scholars, Research Centers, and a Cutting-edge Rec Center

BY ROGER DEITZ



University of Toledo

ONE HUNDRED AND TWENTY-FIVE YEARS HAVE PASSED SINCE JESUP W. SCOTT FOUNDED THE TOLEDO UNIVERSITY OF ARTS AND TRADES IN NORTHERN OHIO, JUST A STONE'S THROW FROM THE WESTERN SHORE OF MAJESTIC LAKE ERIE. Back in 1872, it was Scott's dream to create an institution of higher learning that would grow to become a large, progressive, and vital university.

By 1884, Toledo's community had embraced Scott's ideals and adopted the school as the city's own municipal university. The school was eventually welcomed by the rest of Ohio as well when it became a member of the State of Ohio University System in 1967. Over this period of growth, the University of Toledo's quest to live up to Scott's grand vision brought it kudos for being statistically at the academic forefront with other highly esteemed, more familiar institutions.

UT's ability to attract National Merit Scholars in great numbers consistently places it high on the list of national rankings in this area, and affirms that the academic maturity and physical growth envisioned by Scott have indeed come to pass. That's only one reason to add The University of Toledo to the list of ***Hispanic Outlook*** Honor Roll inductees.

Another? The school has made great strides in the area of recruitment and retention of minority students. That's what the school calls "The Dynamics of Change," and at UT, these dynamics signal a change for the better.

At a recent Minority Alumni Recognition Dinner, Dr. Frank Horton, President of the University, spoke with pride of the progress his school has made in the area of minority affairs.

"I am happy to report," said Horton, "that we have come a long way in welcoming and appreciating the great asset we have in our minority students and alumni. From decades when there were virtually no programs for underrepresented populations to this day when awareness and commitment to recruitment and retention are high, I can say we have come a long way.

"Although the University is not at the endpoint of the journey, we are

Frank Horton, President, University of Toledo

Honor Roll Facts in Brief

INSTITUTION:
University of Toledo

LOCATION:
2801 West Bancroft
Toledo, OH 43606
(419) 530-4242

ESTABLISHED:
1872

ENROLLMENT:
20,307 total

DEGREE OFFERINGS:
Associate's Degree
Bachelor's Degree
Master's Degree
Doctorate

TUITION:
$3170 in-state
$9544 non-resident

NUMBER OF FACULTY:
Full-time 843
Part-time 415

SPECIAL PROGRAMS:
Latin American Studies
International Relations
Bioengineering
Pharmacology
Physical Therapy (Master's level, beg. 1998)

INTERNET (Web site) ADDRESS:
www.utoledo.edu

certainly well along the road. UT boasts a higher percentage of minority students than most state institutions."

Dr. Horton concluded, "It is a vital part of our mission as a university to help students achieve their highest potential and to improve open access to higher education. We believe The University of Toledo accomplishes both goals very well."

One of the progressive goals set by the university is for the student population at the school to reflect the makeup of the population of the city of Toledo. Today, of the 20,307 students enrolled at the university, 27.2 percent are minority students, with 12.1 percent of the overall total African-American and 2.1 percent Hispanic. The general population of the city of Toledo is approximately 19 percent African-American and 4 percent Hispanic.

As part of the school's outreach to attract minority students living in other areas of the country, the school's publications offer reassurances: "The many resources of the vibrant African-American and Latino communities within Toledo place churches, specialty stores, and extensive activities and services at your disposal."

One unique outreach to Toledo residents is the University's Mobile Registration and Information Van that took to the road this past summer, stopping in many neighborhoods throughout the region to enlighten potential students about the advantages of continuing their education at the school. Those who visited the van explored career options and learned of programs of study. In the van they met with admissions counselors, applied for admission, or picked up free literature. The van made stops at malls and shopping centers where young people were likely to be congregating. It is a remarkable outreach vehicle: a chance step into the van could so easily change a young person's life. Van visitors had the opportunity, too, to register to win a free semester of tuition and a free spring break trip.

BEST COPY AVAILABLE

Another community-serving program is Project Succeed, offered through UT's Catharine S. Eberly Center for Women. Project Succeed helps individuals make career or educational decisions after undergoing a change in marital status. To qualify, a participant must be an Ohio resident who is at least 27 years of age, primarily a homemaker, and either divorced, widowed, or with a disabled spouse. Participants have the chance to take advantage of scholarships, support groups, and career development workshops. There is much else that is new at the University of Toledo. A university spokesperson notes that as more of the university's programs achieve national and international stature, companies are choosing to relocate to northwest Ohio, in part to be near the top faculty and bright students at UT. In the past decade, the development of critical research centers, in cooperation with industry, has coincided with an impressive five-fold increase in the external funding of research at UT.

The University of Toledo's colleges–Arts and Sciences, Business Administration, University College, Education and Allied Professions, Engineering, Pharmacy, University Community and Technical College, and Law, along with the Graduate School–offer more than 250 undergraduate and graduate academic programs. Of the more than 20,000 students, fewer than one half come from Toledo's Lucas County and the metropolitan Toledo area, and 17,011 are from Ohio. But all fifty states, and 98 countries, are represented. The University has five campus locations that comprise more than 450 acres. They are: the Bancroft campus at West Bancroft Street, that serves as the main campus; the Scott Park campus, which is UT's Community and Technical campus; R.A. Stranahan Sr. Arboretum; the SeaGate campus, located in downtown Toledo; and the Toledo Museum of Art campus, which is home to UT's Center for the Visual Arts.

Among the most notable facilities is the Student Recreation Center, opened in 1990 and recognized by *USA Today* as one of the best such facilities in the country. It includes three swimming pools, an indoor running track, basketball and racquetball courts, conditioning space and areas for martial arts, a weight room, and a game room and lounge.

In 1992, a $9.23-million Academic Center complex was completed, comprised of 12,000 square feet with seminar rooms, conference rooms, and offices. The building is linked to a 86,750-square-foot Academic Center Residence Hall. The East Engineering Building completed in 1995 joins two renovated buildings that originally were the site of the Owens-Illinois Technical Center and now house the Polymer Institute, National Center for Tooling and Precision Components, and the Edison System facility. This three-building complex is the university's largest structure. Other renovations include the relocation of the College of Pharmacy to a new state-of-the-art Pharmacy, Chemistry, and Life Sciences Complex.

Addressing the needs of minority students, there are many scholarship programs awarding partial to full tuition and fees. A Graduate Minority Assistantship Program is aimed at "bridging the gap in the number of individuals possessing advanced degrees in areas that traditionally have been underrepresented in the nation's talent pool." The Office of Multicultural Student Development (OMSD) provides educational services for academic and personal growth while various activities, social events, and organizations are offered that might appeal specifically to the multicultural student population. A number of multicultural clubs and organizations exist on campus, including the MEChA-Latino Student Union and the Black Student Union, which provide students an opportunity to meet regularly, sponsor special events, and form networks of relationships within the Hispanic and African-American student communities.

This semester, the 422 Hispanic students on campus might have attended a concert by Puerto Rican trumpeter Humberto Ramirez at the Doermann Theater, or visited the Multicultural Student Center for a Latino Art Exhibit entitled "Reencuentros" that featured works by artists from Chile, Cuba, Guatemala, Mexico, the U.S., and Venezuela.

The dynamics of change have made the campuses of the University of Toledo more vibrant and lively, stimulating to the senses and to the sensibilities, and satisfying to those who strive to provide equal opportunity to higher education.

Minority Greek Students at University of Toledo

College Prep Institute Gives High School Students Encouragement

Wenatchee Valley College Helps Hispanics Navigate the System

BY MICHAEL MCCLUSKEY

AT THE START OF SUMMER, COLLEGE WAS A VAGUE CONCEPT TO LUPE SUÁREZ AND TITA RENTERÍA. But after attending the Impact Institute all summer, the Eastmont (Wash.) High School students have clearer ideas about the ins and outs of getting a college education.

One recent night, for example, instructor Robert Bowman introduced students to the frustration of registering for classes. With great flourish, he'd tell students their choices wouldn't work.

"You can take Math 105 at 8 in the morning or 7 at night," Bowman bellowed at one student, who scrunched up her face in frustration. Bowman has a great time teaching the course, preparing students for the agonies they will experience at college, said Marco Azurdia of Wenatchee Valley College, who is one of the creators of the program.

The nine-week Impact Institute runs 2 1/2 hours per night, four nights a week. Many of the students work all day, too.

Bowman said it's been rewarding to see the dedication of the students. The nine-week class runs 2 1/2 hours per night, four nights a week. Many of the students work all day, too.

Until she attended the Impact Institute, Suárez said she didn't know counselors could help her get into college and figure out how to pay for it.

"I want to be a teacher," said Suárez, who is entering her senior year of high school. "I want to teach younger children, elementary school. The class really helped because now I have some idea about it," she said.

Rentería, a junior, feels more confident about her chances of making it in college. After hearing a guest speaker talk about interior design, she has her mind set on becoming an architect. She's prepared to take more math, computer, and design-drawing classes in high school.

"I took this class because I was confused about college," Rentería said. "This class

Student Omar Esquivel gets help from Colin Sprague in filling out a mock college schedule

helped me think about what I want to do in the future." Sentiments like that please Azurdia and Brad Doyel, who created the Impact Institute to teach Hispanic students from Eastmont and Cashmere the skills they need to succeed in college.

"There were some cultural matters we knew about. But people were using that as an excuse."

"All they want is a chance to make or break it on their own," said Azurdia, director of multicultural affairs at Wenatchee Valley College. "They work all day, giving up the majority of their summer," Azurdia said. "That speaks a lot of their character."

Since coming to Wenatchee Valley College six years ago, Azurdia has looked for ways to introduce Hispanic high school students to college life.

He wanted to let them know that college is achievable and to help them prepare for it. Azurdia had brought Hispanic students from Wenatchee Valley College around to local high schools to show younger students the opportunities.

"The feeling (of high school students) is, 'They've been in my shoes; they know what it's like to work in the fields, know what it's like to help the family,'" Azurdia said.

Until she attended the Impact Institute, Lupe Suárez said she didn't know counselors could help her both get into college and figure out how to pay for it.

But he wanted to take it a step further, and ended up creating the Impact Institute.

Wenatchee Valley College is covering most of the costs, with Eastmont providing a smaller amount. Azurdia said the goals are to improve English skills, expose students to college life, and prepare them for vocational opportunities. Guest speakers have talked about careers, financial aid, and skills needed for writing resumes and interviewing for jobs.

This article is reprinted courtesy of the Wenatchee World.

Luis Leal

Honored at White House

Awarded National Humanities Medal

Scholar Luis Leal, a pioneer in the field of Chicano literary history and Mexican short-fiction criticism, was awarded the National Humanities Medal by President Clinton and the first lady during a White House ceremony in late September.

Luis Leal was born in Linares, Nuevo Leon, in northern Mexico, 90 years ago. His academic career has spanned more than 50 of those years.

In an editorial about this latest honoring of Leal, the *Los Angeles Times* wrote of him: "He is more than an academic. He is a caring man engaged in a personal crusade against ignorance who patiently educates people, using persuasion, emotion, intelligence, and his personal example."

The president personally selected Leal and nine other distinguished Americans to receive the medal, which replaces the Charles Frankel Prize in the Humanities. The new award recognizes individuals who have made outstanding contributions to the public's understanding of history, literature, and other humanities disciplines.

"Don Luis' work has long epitomized the very best in humanities scholarship and writing. This recognition from the White House is a wonderful tribute to a true visionary and a genuine national treasure," said Henry T. Yang, chancellor of the University of California-Santa Barbara, Leal's academic home for the last two decades.

"Don Luis' work has long epitomized the very best in humanities scholarship and writing. This recognition from the White House is a wonderful tribute to a true visionary and a genuine national treasure," said Henry T. Yang, chancellor, UCSB

Throughout his career, Luis Leal has contributed significantly to the study and understanding of Mexico and Latin America and of the experiences of Chicanos in the United States. Among his disciples were major writers such as the late Tomas Rivera. Many of Leal's 16 books, all written with a clarity that makes them immensely readable, can be found in both public and academic libraries throughout the United States and beyond. His work, *A Brief History of the Mexican Short Story*, is considered a landmark of modern literary scholarship.

A prolific researcher, Leal has written hundreds of articles, published in both the United States and Latin America, has edited 20 anthologies, and, according to the *LA Times*, made 69 contributions to encyclopedias. Indeed, the newspaper credits him with "imparting to American students what might be called the Mexican version of the *Encyclopedia Britannica*." He did, in fact, write for the *Britannica*, as well as for the *Gran Enciclopedia Rialp* and the *Handbook of Latin American Studies*. Most of his extensive published works have been compiled in *Luis Leal: A Bibliography with Interpretive and Critical Essays*, published in 1988.

Leal received a B.S. from Northwestern and an M.A. and Ph.D. from the University of Chicago. His teaching career has included posts at the University of Chicago, the University of Mississippi, Emory University, and the University of Illinois, which he joined in 1942 and retired from in 1976. His retirement did not last very long. He joined the faculty of UCSB as Visiting Professor of Spanish the same year and has served in that post at Stanford as well.

Some of his colleagues at UCSB feel that the latest distinction is

Eminent scholar Luis Leal with the President and the first lady

"long overdue" and hope that the award will elevate the stature of research involving U.S. Latino and Latin American cultures.

Leal, however, has not been an unsung hero. In 1972 he was awarded the Mexican Order of the Aztec Eagle, the highest honor granted to foreign citizens by the Mexican government. In 1988, the National Association for Chicano Studies gave him the Distinguished Scholar Award in recognition of his lifetime achievement.

In 1989, UCSB established an endowed chair in his honor. The only position of its kind in the nation, the Luis Leal Endowed Chair in Chicano Studies was founded with a $390,000 endowment of donations from private donors, corporations, and the Mexican government.

A year ago at UCSB, during the fifth annual Colloquium on Mexican Literature, Leal was honored for his scholarly contributions. The three-day conference featured notable Mexican writers and literary critics, and resulted in the book *El cuento mexicano: homenaje a Luis Leal.* Eight years earlier, *Homenaje a Luis Leal: estudios sobre literature hispanoamericana* had been published in Madrid.

"He is more than an academic. He is a caring man engaged in a personal crusade against ignorance who patiently educates people, using persuasion, emotion, intelligence, and his personal example."
Los Angeles Times *editorial*

Speaking of the recognition from the White House, Leal said, "Receiving the National Humanities Medal is a great honor not only for me but also for the University's humanities programs as well as for the Department of Chicano Studies and the Center for Chicano Studies at UCSB. At the same time, it is a recognition of the value of Chicano studies as a discipline. I thank my colleagues for the support they have given me during my 21 years at UCSB."

Columbia Journalism Awards In Search of Diversity Broward Community College Pacheco's Finale

DECEMBER 26, 1997 • $3.75 VOLUME 8 • NUMBER 9

THE HISPANIC Outlook IN HIGHER EDUCATION

AFFIRMATIVE ACTION DEBATE HEATS UP

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652.

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Cover Photos courtesy of: University of Texas Austin

A CAPITOL VIEW

Tackling Dropouts

New Legislation Proposed

BY GUSTAVO A. MELLANDER

As ALL HISPANICS WORKING IN HIGHER EDUCATION KNOW, RELATIVELY FEW HISPANICS ARE GOING TO COLLEGE. IT IS A FRUSTRATING, DISCOURAGING REALITY. To try to address the issue, several studies have been commissioned over the years.

All of them clearly point out that one of the continuing reasons why so few Hispanic students enter higher education is that a high percentage of Hispanics do not even graduate from high school. It is virtually impossible to attract more Hispanics to college if so many never finish high school.

That dropout rate has now attracted the attention of Hispanic members of Congress. They and their staff members have studied the emerging data for the past year and now want to tackle head-on this important, often unrecognized, national problem.

In October, Sen. Jeff Bingaman (D-N.M.) announced his National Dropout Prevention Act of 1997. The bill, which might be formally introduced soon after the current recess, outlines a comprehensive strategy to reduce the national high school dropout rate, particularly within the Hispanic community. It identifies flash points and suggests remedies. Members of the House of Representatives led by Rep. Rubén Hinojosa (D-Texas) have enthusiastically agreed to support a similar effort in the House. In a nutshell, the proposed legislation is a response to startling statistics that show 30 percent of Hispanics, 15 percent of African Americans, and 10 percent of whites between the ages of 16 and 24 are high school dropouts.

"Students across the country are dropping out of high school in droves. Nearly half a million kids dropped out in 1995 alone. Yet as troubling as the problem is, it seems to have slipped off the radar screens of those who are in a position to do something about it," Bingaman said in announcing his initiative.

The bill is proactive–designed to prevent young people from dropping out of school in the first place rather than trying to help them after they've already quit. It therefore wisely will address the issue with children in middle schools and not wait until they are in high school.

By that time, the high school years, educational authorities point out, it is **too** late, **too** many have dropped out, and even among those remaining, a mind set has been created in many that does **not** support going to college.

While it places an emphasis on at-risk children, the bill is inclusive and does not ignore mainstream students. It proposes a series of changes and new initiatives, a sampling of which includes:

- creating a "Dropout Czar" position at the Department of Education with authority and funding to resolve the problem;
- authorizing a new $100 million TRIO program to bridge the transition from middle school to high school, while strengthening the dropout prevention aspects of existing TRIO programs;
- requiring that dropout prevention be a mandatory element in state and local vocational education programs;
- authorizing an additional $100 million in new grants to help restructure middle and high schools that have high dropout rates;
- requiring all states, as a condition of receiving elementary and secondary education funding, to collect data on who is dropping out of school. Only 23 states currently do so; and
- adding new federal work-study positions to introduce at-risk children to careers requiring a postsecondary degree.

The bill also proposes modalities to encourage greater coordination of TRIO programs. The Federal TRIO Programs are educational opportunity vehicles designed to motivate and support students from disadvantaged backgrounds. TRIO includes five distinct outreach programs targeted to helping students make it through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of the TRIO projects throughout the country.

TRIO began with Upward Bound, which emerged in 1964 in response to President Lyndon Johnson's War on Poverty. In 1965, Talent Search, the second outreach program, was created. And in 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized and became the third of the series. By the late 1960s, the term "TRIO" was coined to describe the three.

Over the years, TRIO was expanded and improved to provide a wider range of services and to reach more students who needed assistance. It has in fact helped thousands enter and complete college. Yet the records shows that proportionately, Hispanics have not been well served by TRIO. Far more could benefit, the proposed bill suggests, if high school counselors were more intimately involved in the process.

Bingaman's bill attempts to establish closer links and support services that direct these existing programs toward more Hispanic youngsters. The bill was announced in anticipation of an upcoming report from the National Hispanic Dropout Project, which was commissioned last year by Education Secretary Richard Riley at Bingaman's request.

A number of Washington-based and national educational organizations, such as the College Board, have already indicated their support for Senator Bingaman's and Congressman Hinojosa's proposed legislation. It is a piece of legislation to watch–and support.

Dr. Mellander is a professor at George Mason University.

The Match in a Field of Dry Grass

Remarks Continue to Polarize Students

BY

AMALIA DUARTE

Amalia Duarte is a reporter for People magazine

In her constitutional law class this semester at the University of Texas at Austin, Isla Luciano takes particularly good notes. Along with the case law, she carefully logs remarks made by her professor, Lino Graglia, that she believes have racist undertones.

Luciano has even filed a formal complaint against the tenured professor, charging him with racial harassment. "He is irresponsible and unprofessional." She takes exception to what she calls his "blanket" statements, citing a remark that Black children start school with less reading readiness.

"He doesn't point out that if you factor in socioeconomic factors, it levels out. I don't challenge his right to have conservative opinions. I just think as a professor you have to be responsible," says Luciano, a second-year law student who is Black and Puerto Rican.

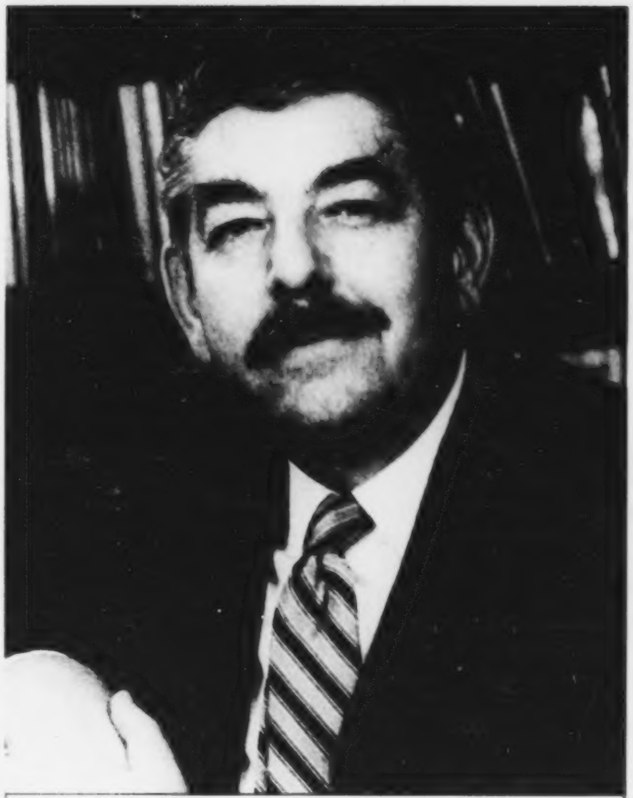
Because of his classroom antics, Luciano was not surprised when at a press conference this fall, Graglia claimed that Mexican American and African-American students were not "academically competitive" with whites. But many others on campus and around the nation were shocked. The remarks ignited a firestorm of controversy at a university already singed by racial tensions after a recent federal court ruling wiped out affirmative action programs. "It was the match in a field of dry grass," acknowledges UT-Austin's Acting President Peter T. Flawn. "Now there's a great unease among the minority community, and that's understandable." While university officials say they are committed to diversity, the court ruling and Graglia's ill-timed comments seem to be turning back the clock.

Peter T Flawn, Acting President, UT-Austin

> ***"It was the match in a field of dry grass. Now there's a great unease among the minority community, and that's understandable."***
>
> PETER T. FLAWN,
> ACTING PRESIDENT,
> UT-AUSTIN

Senior Bobby Garza credits minority scholarship programs with allowing him to attend UT-Austin. But he fears that his 17-year-old brother won't be able to follow in his footsteps. "There's no way my parents could have paid my full tuition here," says Garza, who is also a spokesman for the campus's MEChA chapter. "I'm worried my little brother won't be able to fulfill his dream of going to college."

Garza's concerns about his sibling's future are well founded. Affirmative action was effectively killed in Texas by a federal court ruling last year and a subsequent broad interpretation of that decision by state attorney general Dan Morales. The case was brought by four white students, including Cheryl Hopwood, who were denied



Michael Sharlot, Dean of the Law School, UT-Austin

admission to the law school. They claimed separate admissions standards used to judge Black and Hispanic candidates were illegal. In its landmark ruling, the Fifth Circuit Court of Appeals agreed, saying that UT-Austin's law school could not use race or ethnicity as a criteria in admissions.

The ruling grew in its reach when earlier this year Morales issued a sweeping opinion that *Hopwood* applied everywhere, from undergraduate admissions to scholarships and summer opportunity programs. His binding opinion was issued in response to the University of Houston's chancellor, William P. Hobby, who challenged whether the court's decisions should apply to other areas, including minority scholarships.

Morales seemed to believe that minority students in Texas didn't need affirmative action to succeed. At the time of his decision, he said, "Shame on those who would suggest that the only way minorities can be adequately represented in Texas' universities is through the use of 'racial preference, quotas, lowered standards,' and other forms of overt official discrimination."

Not surprisingly, at UT-Austin minority enrollments are on the decline. Enrollment of first-year Hispanic students dropped from 14 to 12 percent of the total class, while the number of African-American first-year students declined from 3 to 2 percent. The impact is worse at UT-Austin's law school. This semester there are just four Black and 26 Hispanic students at the law school, down from 31 Black and 42 Hispanics in 1996. The problem, say administrators, is that the overall pool of minority applicants is shrinking.

"*Hopwood* had a chilling effect on minorities even attempting to apply as undergraduates," says a disappointed Bruce Walker, UT-Austin's director of admissions and associate vice president. "If we are going to be a world-class institution, we have to have a diverse student body."

UT-Austin fought *Hopwood* and is now looking for creative ways to continue recruiting and enrolling a diverse student body. One solution is to look at more than just test scores in the admissions process. Now students are asked to complete a series of essays and a resume that includes extracurricular activities, jobs, leadership roles, and awards. "We are looking for anything that helps put their achievements into context. For example, a young woman wrote that she was the sole caregiver for her mother, who was a single parent with cancer," says Walker.

The university is also targeting recruitment to parts of the state that are rich in diversity, and administrators are working with the private sector to establish private scholarships for minority students. "Our basic position is that we have to obey the law, but we have been making great efforts ever since to continue affirmative action," says President Flawn. "We'll do everything we possibly can to convince minorities that the welcome mat is still out."

Despite these efforts, minorities might feel even less inclined to attend UT-Austin after Professor Graglia's inflammatory remarks. The furor started during a press conference in September announcing the formation of a new anti-affirmative action student group. In response to a reporter's question about minority achievement on standardized tests, Graglia, the group's advisor, said, "They [Mexican Americans and Blacks] have a culture that seems not to encourage achievement. Failure is not looked upon with disgrace."

Marc Levin, a senior who heads the student group, says he was surprised by Graglia's statements. "I was unaware of anything like this that he's said in the past. But I don't think there's anything racist about it. He was talking about averages."

Graglia has since retreated from his remarks. In a statement released days later, the tenured professor claimed his quote was "taken out of context and misunderstood." He added, "I realize now, especially after being called by some cordial Mexican American and Black parents, that it was carelessly put, and I regret it." But he went on to say that "there are some group, subgroup, or class differences, for whatever reason, in the amount of time children typically spend at school or on schoolwork."

Graglia, 67, also pointed to his experiences growing up in Sicily, citing his "personal experience in a Sicilian culture where, it seems fair to say, academic achievement was often given less emphasis than it seemed to be by, for example, the many Jewish people I knew."

Graglia declined to be interviewed by *Hispanic Outlook* to further discuss his opinions, but he is no stranger to scrutiny. In the 1980s, the Reagan administration backed away from his nomination as a federal judge after a controver-

The furor started during a press conference in September announcing the formation of a new anti-affirmative action student group.

sy over his use of the word "pickaninny" in class and his apparent urging of Austin residents to defy a court-ordered school busing plan.

The recent remarks, whether misunderstood or not, were quickly denounced at UT-Austin from the university chancellor on down. A majority of the law school's tenured faculty signed a statement disagreeing with Graglia and repudiating the *Hopwood* decision, saying, "The faculty was virtually unanimous in its support of our prior admissions policies, which were extraordinarily successful in admitting and graduating generations of highly qualified law students from all sectors of society..."

The law school took quick action to investigate Graglia. The administration looked for any pattern that Graglia had been downgrading minority students and searched for any previous complaints about him from students. The investigation turned up a clean record for the 31 years that he has been teaching there, says law school dean Michael Sharlot.

Minority students in Graglia's classes were given the chance to transfer without penalty. None, including Isla Luciano, chose to do so, which did not surprise Sharlot.

"He is a popular teacher and a great raconteur," says Sharlot. "But I am concerned that minorities might not feel comfortable. Despite Graglia, we have been able to create a welcoming and supportive environment. We have graduated an extraordinary number of Mexican American lawyers."

But the denunciations have done little to assuage many minority students who feel under siege. Isla Luciano says that some minority first-year law students told her they had been asked by white students if they feel good "because you know you got in equally." She says, "I didn't think people at the law school felt or thought that way."

As events have unfolded, a number of student organizations have sprung up to meet and take action, including boisterous rallies and sit-ins. The Rev. Jesse Jackson appeared at one rally, after which students presented a list of demands to administrators–among them the need for more minority faculty and a call for multicultural studies. One undergraduate group, Students for Access and Equal Opportunity, was scheduled to meet with the university's board of regents at press time.

Students say Graglia is a symptom of a larger problem at UT-Austin. Graduate student Oscar de la Torre says, "The truth has been revealed that institutional racism is the main culprit in keeping universities in Texas from diversifying. He [Graglia] has very strong feelings about people of color that we are inferior. And this institution is racist because he was hired and promoted and given tenure." In addition, the turmoil has left students feeling the campus is more divided now than ever.

"Tension is high. People look at each other differently now. And there's a feeling among the minority students that no one cares," says second-year law student Cristen Feldman. "When we were focused on the fact that a quality education demands diversity, we had lots of support. When Graglia made those remarks, it totally changed the tenor of the debate and put people on opposite sides."

For Luciana, law school has meant keeping on her toes in ways she never expected. Under tremendous criticism and pressure, she was considering withdrawing her complaint against Graglia at press time. While in class, she continues to take notes, she says.

"I question Graglia and call him on things that he says. But why waste class time? Sometimes I just feel totally defeated. I think–why did I choose to inflict this on myself?"

NEW TEXAS COMMISSION ON DIVERSITY

The Texas Higher Education Coalition, which represents public and private institutions with a combined total enrollment of more than 925,000 students, announced formation of a 24-member Texas Commission on a Representative Student Body. The Commission is to focus on how institutions can increase minority enrollment without affirmative action programs.

Among the 24 appointed members are the mayor of Dallas, the CEO of Texas Utilities, twelve current or former regents, four attorneys, one sitting judge, one pastor, one physician, one realtor, one restauranteur, the former director of the FBI, and one professor–an award-winning entomologist. Eight members have Hispanic surnames. Five members are women.

Coalition members commented on the commission's task:

"...[W]e cannot afford to waste the intellectual potential of large and rapidly growing segments of our population. Increasingly, the most meaningful predictor of a nation's economic development and quality of life is the educational attainment of its citizens.

"Even putting aside moral considerations, sheer pragmatism dictates that it is not acceptable for the better institutions of higher education of our country to return to serving just a relatively small percentage of Americans–those who happen to be privileged by their socioeconomic status. ***The rollback of affirmative action gains could well be a looming crisis for us as a nation, and we need to recognize it for its seriousness.****"*

Arthur K. Smith, chancellor, University of Houston System

"This is a challenge of central importance to the social, cultural, political, and economic vitality of Texas in the 21st Century."

William H. Cunningham, chancellor, The University of Texas System

"We don't need to be told [to increase diversity] and we don't need to have a law. We should be doing it anyway, and that is a philosophy that we are carrying forward."

John Montford, chancellor, Texas Tech University System

"It is the mission of Texas' 50 public community colleges to serve all students in this state without regard to socioeconomic status, disability, age, race, ethnicity or gender. The principles behind this mission include equality of opportunity, dignity of all individuals, and building of community."

John Anthony, president, Texas Association of Community Colleges

"The fastest growing segments of our population are also those segments that, historically, have been the least well served by educational institutions at all levels. Based on current demographic and educational trends, Texas will, within only one generation, have a workforce that is less well educated than today's population."

Columbia University Awards Prizes for Reporting on Latin America

Columbia University recently presented 1997 Maria Moors Cabot Prizes to five journalists for contributing to inter-American understanding and advancing press freedom. A special postbumous citation went to a Colombian editor who was assassinated in March after writing editorials against drug cartel leaders.

Cabot Prizes, the oldest international awards in the field of journalism, are traditionally given to individual journalists to honor a sustained body of work covering events in the Western Hemisphere. Since their inception in 1939, they have been given to more than 250 journalists.

The five 1997 Cabot Prize gold medal winners are:

JOSÉ DE CÓRDOBA, senior special writer for *The Wall Street Journal*, who has reported for the past 11 years on subjects ranging from the U.S. invasion of Panama to feature stories about the lives of ordinary Panamanians. He has produced a memorable body of work with depth, style, and sensitivity to give his readers a better understanding of the people of the Americas.

JORGE FONTEVECCHIA of Argentina, editor of the weekly news magazine *Noticias de la Semana* and founder of *Editorial Perfil*, who has maintained the highest professional standards in journalism–courage, independence and initiative–over the past 23 years through the publication of 80 magazines that vary from events on and for women, sports, and politics, the latter specifically in *Noticias*, one of the few independent voices in Argentina. He was forced into exile by the military dictatorship and returned with the help of Carlos Menem, who later was elected president and whose sharpest critic in today's Argentine press is Fontevecchia's *Noticias*.

JULIA PRESTON, correspondent in Mexico for *The New York Times*, who has written penetrating stories about turmoil and war, and emotionally powerful portraits. Her career has spanned the Contra war in Central America and the struggle for democracy in El Salvador and throughout the continent.

HERNANDO AND ENRIQUE SANTOS CASTILLO, brothers who have been the managing and editorial force running Bogotá's eminent daily *El Tiempo* for four decades. The newspaper, despite constant threats by the government and by drug cartels, has become a bulwark in the struggle for democracy in Colombia with uncompromising, hard-hitting reporting and writing.

The late **GERARDO BEDOYA BORRERO**–a special citation was awarded posthumously to Gerardo Bedoya Borrero, editorial page editor of *El País* of Cali, Colombia, who was assassinated in March of this year. His editorials called for the extradition of drug cartel leaders to face justice in countries where they are charged with committing crimes. In his final editorial, he wrote that he preferred intervention in the internal affairs of Colombia by the United States to that of the drug cartels.

Rodrigo Lloreda Caicedo, editor of *El País*, received the award for Bedoya. Lloreda, former vice president of Colombia, senator for 16 years, governor, foreign minister from 1982 to 1984, education minister and ambassador of Colombia to Washington in 1984-86, was a candidate for the presidency of Colombia in the last election. He also is past president of the National Association of Colombian Dailies (Junta Directiva de la Asociación Nacional de Diarios Colombianos, or ANDIARIOS).

Gerardo Bedoya Borrero's editorials called for the extradition of drug cartel leaders to face justice in countries where they are charged with committing crimes. He was assassinated in March.

The five prize winners received the Cabot medal and a $1,000 honorarium. Medalists' news organizations will receive a bronze plaque. The presentations took place at a formal dinner ceremony in the Rotunda of Low Memorial Library on the Columbia University campus in New York City. Tom Goldstein, dean of the Graduate School of Journalism, presented the winners to President George Rupp, who conferred the prizes.

The Cabot Prizes are awarded annually by the Columbia Trustees on recommendation of the Journalism School dean and the María Moors Cabot Advisory Board, which is composed largely of former Cabot Prize winners. Director of the advisory board is Frank N. Manitzas, former Latin American bureau chief for ABC News and himself a Cabot medalist.

The prizes were established by the late Godfrey Lowell Cabot of Boston as a memorial to his wife.

***Jorge Fontevecchia of Argentina was forced into exile by the military dictatorship and returned with the help of Carlos Menem, who later was elected president and whose sharpest critic in today's Argentine press is Fontevecchia's* Noticias.**

ABOUT THE AWARD-WINNERS

JOSÉ DE CÓRDOBA, age 44, a correspondent for *The Wall Street Journal* since 1986, is based in Miami, covering the Caribbean and Latin America as well as South Florida. He was born in Havana, Cuba, earned a B.A. in Latin American studies in 1977 from Hampshire College in Amherst, Mass., and an M.S. in 1981 from the Columbia Graduate School of Journalism. The oldest of four children, he left Havana in 1960 with his parents. His early years were divided between New York and Puerto Rico. After college he began work in news at the *Hudson Dispatch* in New Jersey and was in Venezuela with his family while trying to decide between law and journalism as a career. He had been accepted into the law school at Columbia University, but while on vacation in Colombia (he drove from Caracas to Bogotá), he covered the signing of the peace treaty between the M-19 guerrillas and the government in the town of Corinto. The result for the young stringer: front page in *The Washington Post*. He immediately pulled his application from the law school and went to journalism. After years of stringing from Caracas, where he also worked full time for the *Caracas Daily Journal*, de Córdoba was hired as a reporter for *El Miami Herald* (now *El Nuevo Herald*) and joined *The Wall Street Journal* in 1986, covering the southern hemisphere.

JORGE FONTEVECCHIA, 42, is from Buenos Aires and what he calls "a Gutenbergian family." It is not just a family that has profited from the printing press; the Fontevecchias have been leaders in the struggle to bring the truth to the public. He began his publishing career at the age of 20 in 1975 with a sports magazine special edition. Profits from that venture led to new publications and a partnership with his father, Alberto, an expert in graphic arts, publisher of sports and outdoor magazines, and owner of an important linotype composition company. Their enterprise, *Editorial Perfil*, led in 1976 to the launching of a news weekly, *La Semana*. Its professional look and dynamic reporting suffered the wrath of the military dictatorship during the next seven years, the time of the "dirty war." *La Semana*'s distribution was forbidden six times, and the publication was closed in 1982 by the military. In 1979, Fontevecchia was kidnapped by the military and thrown into a clandestine detention field–the type that was to be denounced by international human rights organizations with reports of 10,000 dead and "disappeared" from 1976 to 1983. In 1983, he eluded a government decree ordering his arrest, escaping to exile through the Venezuelan embassy. That year he moved to New York City, where the first of his three children was born, and he returned in 1984 to Argentina. Together with *Editorial Perfil*, *Noticias* has remained under attack by elements seeking to thwart a free press. Bombs hit its printing plant in 1992 and 1995. This year the violence escalated with the murder of *Editorial Perfil* photographer José Luis Cabezas, who was handcuffed and set afire in his car. *Noticias* and *Editorial Perfil* continue to publish.

JULIA PRESTON, 46, has been a correspondent in Mexico for *The New York Times* for the past two years and has been covering Latin America since her graduation cum laude from Yale University in 1976 with a B.A. in Latin American studies. She covered the wars in Central America, first as a free-lance reporter for National Public Radio, *The Baltimore Sun*, and *The Boston Globe*, which named her its Central America bureau chief in 1984. Two years later, Preston joined *The Washington Post* and headed its coverage in the isthmus until she was named its South America correspondent in Río de Janeiro. Then for two years she covered the United Nations and was given the 1994 Robert F. Kennedy Journalism Award for humanitarian reporting before moving to Mexico with *The New York Times* in 1995. Her husband is Sam Dillon, a 1992 Cabot Prize winner.

The newspaper of brothers Hernando and Enrique Santos Castillo, despite constant threats by the government and by drug cartels, has become a bulwark in the struggle for democracy in Colombia with uncompromising, hard-hitting reporting and writing.

ENRIQUE AND HERNANDO SANTOS CASTILLO will share the María Moors Cabot Gold Medal just as they have shared duties in their careers with *El Tiempo*, a family institution. Both were formally educated as lawyers and were trained on the job as journalists. Both have spent half a century at *El Tiempo*. Their careers began in the mid-1940s and they moved through various editorial positions of *El Tiempo*. Enrique, 80, and Hernando, 75, on two occasions shared the title of editor-in-chief. Both have shared honors from Spain and Colombia. Enrique also founded and was first president of the main journalists association in Colombia, the Círculo de Periodistas de Bogotá. Hernando was prominent as a columnist on *Detrás de las Noticias* (Behind the News), and he is chairman of the board of *El Tiempo*. Enrique is the editor-in-chief.

GERARDO BEDOYA BORRERO, 55, was fatally shot six times at close range by an unknown assailant on March 19, 1997. His editorials in *El Siglo* and *El País* of Cali, Colombia, had crusaded against the drug cartels and corruption in government. In his final column, he had written, "I prefer the pressure of the United States to the pressure of the narcos. I prefer the influence of the gringos to the influence of the narcotraffickers. I prefer the intervention into our internal affairs by the gringos to that of the drug cartels." Bedoya also served as a member of Congress in Colombia and as ambassador to the European Community.

José de Córdoba,* The Wall Street Journal, *whose reports range from the U.S. invasion of Panamá to feature stories about the lives of ordinary Panamanians, gives his readers a better understanding of the people of the Americas.

This article was prepared in cooperation with the Columbia University office of public affairs.

In Search of Diversity

Joining the Quest

AMERICAN
COMMITMENTS

BY
EDUARDO DUARTE

Using the worst-case scenario to make his point, Orlando Taylor says that based on last year's statistics regarding African-American Ph.D.s in math, it would take almost 900 years for each of our 3,600 colleges and universities to fill one such position.

LAST OCTOBER IN MIAMI, THE AMERICAN COUNCIL ON EDUCATION (ACE) AND ITS OFFICE OF MINORITIES IN HIGHER EDUCATION CONDUCTED THE CONFERENCE, "EDUCATING ONE-THIRD OF A NATION: DIVERSITY, OPPORTUNITY AND AMERICAN ACHIEVEMENT." Now in its sixth year, the conference was held in conjunction with yet another important meeting, the seventh annual Campus Diversity Initiative (CDI) conference of AACU and the Ford Foundation. CDI is a foundation-supported partnership with some 250 colleges and universities in the U.S. The stated goal of that partnership is "to promote understanding of cultural diversity as a resource for learning."

Dr. Eduardo Manuel Duarte, assistant professor of philosophy of education, Hofstra (N.Y.) University, attended the conference as a member of Hofstra's School of Education affirmative action committee. His narrative chronicles his reflections on the sessions attended and on his conversations with colleagues.

Duarte and colleague Stacy Smith of Bates College are co-authoring a book, ***Foundational Perspectives in Multicultural Education*** (Longman Publishing).

Wednesday Evening

I arrived this evening, my attendance sponsored by the dean of our college. Sponsorship includes use of the school's newly acquired laptop computer, upon which I am recording these notes.

My charge is to gather as much information as possible regarding recruitment and retention of diverse faculty within the School for Education. Our affirmative action committee, which I am representing, is developing a hiring plan.

This evening I dine with colleagues from Washington State University, who are here as a CDI team. All the CDI campus teams are attending with Ford Foundation support, and the Foundation has organized a separate conference within the larger conference for CDI participants. I review the CDI program and am convinced its offerings are directly related to my committee's interests. My committee's interest in the affirmative action plans of other colleges and universities falls in line with the collaborative framework of CDI.

Thursday Morning

The first important resource I identify is the Diversity Web site (http://www.inform.umd.edu/DiversityWeb), which has an information table with two computer terminals set up. It is my first order of business to visit it.

The Diversity Web site creates resources for and connections among campus leaders working on campus diversity. The collaborative character of this resource falls in line with our committee's goal of working with other diversity teams. The Web site will be sponsoring an on-line discussion titled "Losing the Battle, Winning the War?: Corrective Action after 209 and *Hopwood*." The Web site has been developed by AACU and the University of Maryland-College Park.

I visit the table and get acquainted with the Web site, helped by Skip Warnick from the University of Maryland, who maintains the site. I learn that CDI colleges and universities will be uploading their campus diversity initiative profiles. I surf the "Institution Profiles" category, which contains the diversity initiative plans of more than 100 schools. Each has a contact e-mail address. The Diversity Web is clearly a wonderful resource for sharing information about programs and policies.

Then, too, the site has workrooms that provide a space for active discussion of issues, ideas, and urgent questions. Five current workrooms are devoted to distinct topics: Institutional Vision, Leadership and Systemic Change, Curriculum Transformation, Student Experience and Development, and Affirmative Action. In order to participate in the workrooms, one must register. Warnick walks me through the simple process. My sense is that workroom participation is an excellent

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way for us to link up with other folks across the nation who are working on diversity.

Thursday Afternoon

I attend the CDI-sponsored workshop "Diversifying and Developing Faculty: Why, How, and for What Ends?" The session goal is to offer data and strategies that could be used for action plans.

Orlando Taylor, dean of Howard University's Graduate School of Arts and Sciences, says that the challenges are compelling and speak to the deplorably low numbers of minorities receiving Ph.D.s. Taylor says that it is virtually impossible to raise the issue of diversifying the faculty when there are so few candidates, Ph.D.s, to fill the positions. Using the worst-case scenario to make his point, Taylor says that based on last year's statistics regarding African-American Ph.D.s in math, it would take almost 900 years for each of our 3,600 colleges and universities to fill one such position.

Is there **any** hope for diversifying the faculty in higher education? Taylor says that the answer lies within the coalitions formed to address these issues. As one important example, he points to the Council of Graduate Schools' program "Preparing Future Faculty" as a model for the types of initiatives necessary if the numbers of minority Ph.D.s are to increase.

Taylor's data, taken from the latest ACE report, indicate that the highest minority numbers are in the field of education. Unlike our colleagues in math, we in education won't have to wait centuries to see real change. But there is a more important implication: the ripple effect through elementary and secondary teachers, counselors, and administrators upon the process of education as it occurs in the schools. This point, though obvious, is often overlooked by people in higher education who fail to recognize that diversifying college and university faculty is the outcome of a process that begins in the schools when students of color are taught by role models who encourage them to pursue college and graduate school.

> ***Gonzáles suggests that campus leaders facilitate an institutional self-evaluation on the*** **meaning** ***of diversity, one that revolves around certain questions: How do individual faculty members and administrators*** **define** ***diversity? What is the*** **history** ***of the institution vis-a-vis diversity? What is the*** **vision** ***of the institution vis-a-vis diversity?***

Caryn McTighe Musil, senior research associate, AACU, speaks of the primacy of patience and long-term commitment to the process of faculty development. She likens the development of our colleagues on diversity issues to our own intellectual development. Learning takes time. Patience with the inevitable setbacks and dead ends is crucial. We can't expect dramatic changes after one day, one semester, or even one academic year. More importantly, she emphasizes the need to identify a way to gauge the process. Monitoring development is tied to the need to **document** all events and initiatives that are geared toward faculty development. Documentation will produce a testimony that will enable future faculty to understand the history of the diversity initiatives on the campus.

Engage the faculty where they are, advises Musil, and avoid imposing change from without, e.g., via an outside consultant or specialist, a move usually met with opposition. The key is to create a productive dialogue or, better still, to facilitate what Musil calls *difficult dialogue*. Difficult dialogue allows for people to disagree, to argue, and thereby to honestly engage in mutual exploration of complex sociopolitical issues that challenge the foundations of our shared space. For Musil, difficult dialogue speaks to the epistemology of diversity itself because it expresses the unifying potential that emerges from discordance.

Indeed, Musil's experience in faculty development has lead her to conclude that difficult dialogue inevitably creates "webs of affection" between people who have become bonded in this risky business of open and honest dialogue. In sum, the goal of campus diversity initiatives should be to create occasions for difficult dialogues amongst faculty. For my committee at Hofstra, I suspect the most pertinent and difficult dialogue will take place over the implementation of affirmative action policy.

Alfredo Gonzáles, assistant provost at Hope College, plays off Musil's points. To succeed, he insists, departments and colleges must know where they **stand** vis-a-vis diversity. To structure difficult dialogue in a meaningful and productive way, Gonzáles suggests that campus leaders facilitate an institutional self-evaluation on the **meaning** of *diversity*, one that revolves around certain questions:

- How do individual faculty members and administrators **define** *diversity*? This question must be asked at multiple levels–departmental, committees, schoolwide, all levels of administration, between students, faculty, and administration. Campus leaders can lead by debunking myths and establishing facts about affirmative action hiring and progressive curriculum reforms.
- What is the **history** of the institution vis-a-vis diversity? A historical understanding can establish patterns of resistance and dead-end initiatives and thereby guide newer faculty.
- What is the **vision** of the institution vis-a-vis diversity? The aim is to identify a one-, two-, and five-year action plan based on a consensus of commitment, one that fulfills ideals of diversity as articulated by the institution.

Gonzáles discusses specific strategies for effectively hiring and retaining faculty of color: a departmental self-assessment before advertisements are written and placed, one that produces a beneficial clarity of purpose; a recruitment process based on a department's self-understanding of its commitment to diversity; a monitoring list, produced by each department, that documents each step of the hiring process. He mentions the policy paper of the American Psychological Association Commission on Ethnic Minority Recruitment and Retention, 1996, as a model of success.

He reminds campus leaders in his audience that the burden of a diversity initiative lies in the hands of those who are committed to the ideals of diversity. In these days of *Hopwood* and Proposition 209, successful initiatives require intense effort and dedication.

I paraphrase a short narrative he recalls reading at "Points of Entry," an exhibit of immigrant photography at the Miami Art Museum. "In Italy I heard that the streets of America were paved with gold. When I arrived i[illegible]ica, I learned that some of the streets were paved, but some streets, I discovered, were not paved at all. I quickly learned that I was expected to pave these streets." Thus, echoing Orlando Taylor, Gonzáles insists that the diversity work is ours to do.

A final strategy suggested is the establishment of postdoctoral grants and targeting of opportunity positions. Several foundations, e.g., The James Irvine Foundation in California, have established grants for the creation of postdocs that are aimed specifically at increasing faculty diversity.

Friday Morning

Dr. John Hope Franklin, chair of the advisory board for President Clinton's Initiative on Race, gets the plenary session off to a grand start. According to Franklin, the charge of the president's initiative is to educate the American public on the history of race in the U.S. Without a dialogue that leads to education on these issues, Franklin emphasizes, the ideal of equality will not be achieved. For Franklin, educational institutions are a vanguard for change in this area. Speaking of the demographic shifts that have renewed the dialogue on race and ethnic diversity, Franklin declares that we should "rejoice in these changes" rather than despair. Continuing yesterday's messages of Taylor and Gonzáles, Franklin reminds the plenary that as "people working collectively to create more inclusive spaces, we are all in this together."

Mari J. Matsuda, professor of Law, Georgetown University, a highly regarded scholar in the field of critical legal studies, speaks of the need to support affirmative action, to publicize emerging data that suggests that affirmative action has actually **raised** the bar in terms of expectations of students and faculty, and that those higher expectations can be seen in both traditional terms, e.g., GPAs and publications, and nontraditional terms, e.g., a diverse context that expands us beyond our taken-for-granted ways of knowing. She speaks, too, of educating the white students whose field of experiences is limited, whose capacity for empathy is truncated by the homogeneous educational contexts in which they find themselves. Like Musil, Matsuda speaks of the need to facilitate the painful and difficult dialogues with our students. The voice of personal experience, she adds, is ultimately the most powerful vehicle for initiating these dialogues. "Learning takes place in these moments," she insists.

She implores us to refrain from defeatist and defensive postures. Remember two things, she asks: lawyers and judges are **not** going to settle the debate on affirmative action. On the contrary, **politics** will. Endorse the position: "We're not turning back!" Second, she reminds her audience, "*Bakke* [the Supreme Court Decision upholding affirmative action in education] remains the law of the land." Her final point is most compelling, as many at the conference are operating under the notion that affirmative action has been outlawed throughout the nation. On the contrary, she reminds us, the Supreme Court and the Congress continue to offer *de jure* support of affirmative action.

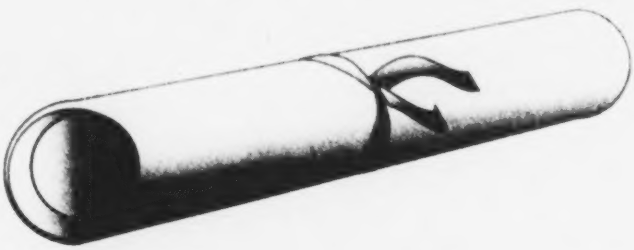
> ***The key is to create a productive dialogue or, better still, to facilitate what Caryn McTighe Musil calls*** **difficult dialogue.** ***Difficult dialogue allows for people to disagree, to argue, and thereby to honestly engage in mutual exploration of complex sociopolitical issues.***

As I sit in the hotel lobby writing the final entry of my chronicle, a gentleman sits down in the chair next to my table. He is Hispanic, a university president. Speaking about the conference, he expresses his disappointment that we appear to be doing business as usual. Dialogue about diversity, presentations of data, policy, etc., although important parts of the struggle, leave us, he feels, at an uncomfortable and perhaps unproductive level of superficiality. The conference, he suggests, did not address the "unconscious cultural clashes" between ethnic and racial groups that are spawned from misunderstanding and ignorance about our differences. Genuine knowledge clashes, he adds, are an inevitable and necessary part of the dialogue that would create a real community–"una familia."

Epilogue

Reflecting back on that last conversation, I realize that diversity initiatives, insofar as they are genuine vehicles for change, must inevitably produce and attend to conflicts, clashes, and discordance. Change is painful, unsettling, and unpredictable. But to ignore, suppress, or to silence the difficult dialogues that we must initiate is to shortchange the meaning of diversity and to undermine the opportunity that will emerge when a marketplace of ideas and lifestyles is established in higher education. **HO**

The Honor Roll



Broward Community College

Oasis of International Culture

BY ROGER DEITZ

Broward Community College

IN SOUTH FLORIDA, A SPANISH ACCENT OR HISPANIC SURNAME IS IN NO WAY EXTRAORDINARY. The Hispanic population of this region has grown steadily, with many Latin American expatriates seeking to establish themselves and their families in the Sunshine State.

Broward Community College opened its doors in 1960, housed in buildings formerly used by the Naval Air Station at the Fort Lauderdale/Hollywood International Airport, moving three years later to its first permanent building in Davie, what is now the Central Campus. Within that same decade of the '60s, just as the college was developing and growing, nearly 260,000 Cuban refugees landed on south Florida's shores.

Many immigrants knew then as they know now that a good education is the first step that they or their children must take to become successful and prosperous in this country.

In this issue, Broward Community College takes its place on the ***Hispanic Outlook*** Honor Roll for providing the promise of a better life for the hundreds of thousands of diverse students it has served.

"One of the most cherished traditions in Hispanic countries is the high value placed on education," says a Broward brochure, adding that this emphasis on learning, both in Spain and in Latin America, has yielded "one of the world's richest and most impressive literary traditions," and recalling the pronouncement of Cuban patriot and poet Jose Marti that knowledge is the direct path to personal freedom.

College President Willis N. Holcombe reiterates Marti's message in welcoming Hispanic students, assuring them that at Broward Community College they will encounter a "friendly atmosphere and comfortable environment" in which to pursue an education, "outstanding opportunities," "excellent faculty," and programs of "superb quality."

Holcombe promises that Hispanic students at BCC will encounter professors who are interested in getting to know them, a learning environment where they will feel welcome and at home, and a comfortable atmosphere in which to learn, and stresses that "the B in BCC also stands for

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Willis N. Holcombe, President, Broward Community College

Honor Roll Facts in Brief

INSTITUTION:
Broward Community College

LOCATION:
225 E. Las Olas Boulevard
Fort Lauderdale, Fla. 33301
(954) 475-8500
*Campuses in Davie, Coconut Creek, Pembroke Pines, and Fort Lauderdale

ESTABLISHED:
1959

ENROLLMENT:
Total this term: 25,007

DEGREE OFFERINGS:
Two-year Associate's Degree
Certificate Programs

TUITION:
$ 39 per credit hour, Florida residents
$145 per credit hour, Non-residents

NUMBER OF FACULTY:
Full-time 327
Part-time 570

SPECIAL PROGRAMS:
Radiation Therapy Technology
Health Services Management
Computer Science Technology
Hospitality and Tourism Management

INTERNET (Web site) ADDRESS:
http://www.broward.cc.fl.us/

bienvenidos!"

Hardworking students will find another reward for their efforts at Broward Community College. A 1996 survey by the Florida Department of Education revealed that earnings of those with an associate of science degree were more than $4,000 a year higher than the earnings of bachelor's degree graduates of universities in the state system. It appears that associate's degrees deliver certain technical skills that are being demanded by employers in today's marketplace. The study also projects that by the year 2000, five out of six new jobs will require technical training of the type found at community colleges.

For most of its tenure, Broward Community College has been educating students with technical programs such as dental assisting and nursing. Now it has created new degree categories–such as environmental science technology, multimedia technology, biomedical equipment engineering technology, and cardiovascular technology–to help provide a means of entry into new job categories that are short of skilled professionals.

BCC's Aviation Institute, located on its South Campus, boasts a 100 percent placement rate for aviation maintenance management graduates. The Institute also offers pilot training and aviation management courses.

Computer networking is one of today's fastest growing fields; thus BCC offers an associate of science degree for networking specialists that prepares a student for the daily maintenance and administration of recent-generation networks, among them Novel and Microsoft Windows.

Of course, BCC also offers programs in direct response to the local economy. According to the Greater Fort Lauderdale Convention and Visitors Bureau, 6.2 million tourists visited the area last year with expenditures totaling $3.4 billion. Not surprisingly, one of the BCC academic options is its hospitality and tourism/travel management degree program. Industry insiders and the U.S. Bureau of Labor expect travel and tourism to grow by more than 18 percent through the year 2000.

Broward's courses of study, which have drawn more than one million students over its lifetime, include career-based degree programs, university-transfer degree programs, one-year certificate programs, and advanced certificate programs.

More than 95 percent of BCC's associate of science degree graduates are employed in a field related to their major area of study, or are continuing their education. The school trains more than 80 percent of the allied health workers and nursing professionals in Broward County, and 100 percent of county law enforcement officers, who attend courses at the Criminal Justice Institute, located at the Central Campus.

Adding to its impressive list of accomplishments, BCC is first in the nation in the number of academic scholarships awarded to its Honors Institute Graduates. Broward's Honors Program has been rated among the top five in the nation for the past 12 years, and the Brain Bowl team is the only team to win five consecutive state championships.

The school began in 1959 when the Flórida Legislature authorized the establishment of The Junior College of Broward County. The following autumn, with an enrollment of 701 students, the college officially opened its doors. A name change to Broward Junior College took place in 1968, and another, to Broward Community College, in 1970.

Currently, Broward Community College occupies three main campuses: The Central Campus, renamed the A. Hugh Adams Central Campus, honoring its third president; The North Campus on Coconut Creek Boulevard in Coconut Creek; and the Judson A. Samuels South Campus on Hollywood Boulevard in Pembroke Pines. The Center for Health Sciences has its administrative offices on Southwest Davie Road but offers courses at all three campuses. Off-campus facilities include the Downtown Center in Fort Lauderdale, where the college has its administrative offices, the North Area Office of Business and Industry Services, and Tigertail Lake, which is leased for various instructional and recreational purposes.

In recent years, the campuses have undergone extensive renovations, making them more accessible to students with disabilities; the first phase of a library expansion has been completed; and the Center for Health Sciences Education initiated a physical therapy assistant "distance education" program via an interactive video hookup with Edison Community College in Fort Meyers.

Broward Community College

Out of more than 100 nominees, the school's award-winning HIV/AIDS Prevention Education Program was selected for study by HELP (Health Education and Leadership Program), part of the National Association of Student Affairs Administrators in Higher Education.

BCC's sophisticated Buehler Planetarium, located on its Central Campus, is Broward County's only full-service space theater. The facility features a Zeiss M1015 star projector plus the latest audio/visual technology, and offers many entertaining and educational programs for Broward residents of all ages.

A boon to the local community, the school annually generates $200 million in local business volume. Each year BCC employees spend $48 million of disposable income in the region. More than 2,000 of those employees are Broward County residents.

Broward is a veritable oasis of international culture, with 5,000 international students, many of them from Mexico, Cuba, Puerto Rico, Colombia, Perú, Venezuela, Spain, Ecuador, Bolivia, Argentina, Chile, El Salvador, Nicaragua, Panamá, Guatemala, and Costa Rica. Of the 25,007 students enrolled this semester, just under 18 percent are Hispanic.

Whether Hispanic students wish to feel at home or to discover the lost roots of home, Broward beckons.

Retiring VP and His Whirlwind Finale

Goes out with Full Honors

Combining vision with a workmanlike attitude and quiet effectiveness, John Pacheco, retiring academic vice president at New Mexico Highlands University, has molded a rewarding career from an unselfish willingness to help educational institutions achieve success.

Much of that career has been spent as the de facto second-in-command, but Pacheco's original tenure at NMHU began with 12 years as an instructor, a post from which he went on to become, at age 33, one of the youngest full professors at the university.

Dr. John Pacheco enjoys a lighter moment as he retires from New Mexico Highlands University

Pacheco, a native of New Mexico, then worked his way through promotion after promotion, attaining top-level interim positions of academic dean, graduate dean, registrar, and acting president.

At the request of NMHU President Selimo Rael, Pacheco rejoined NMHU two years ago as interim vice president, a post that carried heavy responsibilities and a heavy workload. Pacheco accepted both without complaint and now says he thoroughly enjoyed being in that role and relished all the challenges and experiences that came with it.

And he relishes the accomplishments made. Under Pacheco's leadership, an astonishing array of changes were implemented–changes designed to improve Highlands' academic standing and its service to students. Since Pacheco's return to Highlands in '95:

Since Pacheco's return in '95, an astonishing array of changes has been implemented –changes designed to improve Highlands' academic standing and its service to students.

- A second language requirement was added to the Highlands core curriculum, making it, he says, "probably one of the better cores in the country."
- A full-fledged distance education program, one which incorpo-

rated interactive television technology, was developed and introduced, making NMHU programs available throughout the state.

- External academic program pacts were signed. Along with the developing Rio-Highlands Learning Center, these pacts make it far more convenient for students in several New Mexico communities to earn their degrees.
- The academic structure at NMHU was reorganized to improve function and efficiency.
- Two new graduate programs, one in English, one in media arts combined with computer sciences, were developed for introduction this semester.
- An Academic Center for Excellence (ACE) was introduced. Aimed at improving student retention and student success rates, the ACE center includes an improved delivery system for tutorial, counseling, support, and advisement services.
- Improving writing and improving critical thinking were targeted as chief goals across the curriculum.
- Student recruitment efforts were refocused to attract and work with prospective students from northern New Mexico.
- Initial work was done to improve assessments of student outcomes.
- After extensive work by faculty and administration, the yellowed pages of the NMHU faculty handbook are being retired and replaced by a streamlined and revised edition.
- A faculty salary model was developed to assist in addressing equity issues.

Was anything left undone? Well, Pacheco would like to see some improvement in the area of faculty development, an interest that stems from his many years as a faculty member. Even after retirement, he will retain faculty status, having been honored with the status of faculty emeritus, a distinction conferred by the NMHU board of regents only to individuals who have provided exceptional service to students and the institution.

Pacheco's proudest moment took place much earlier in his career, back in the early '80s when he awarded a baccalaureate degree to one of his greatest role models–his mother. "She had raised 12 of us," he said, "and then she had gone on to respond to our challenges."

As honored as he was on that occasion, says Pacheco, achieving faculty emeritus status pales in comparison to a proud moment that took place much earlier in his career.

That moment, he recalled, was the one back in the early '80s when he awarded a baccalaureate degree to one of his greatest role models–his mother.

"She had raised 12 of us," he said, "and then she had gone on to respond to our challenges."

Graduation day in general, he says, never fails to put a smile on his face and in his very soul. When he sees a student stride boldly across the stage to accept his or her diploma, he claims he feels almost as if the student is his own son or daughter.

"It is rewarding to see the changes in the timid young man or woman coming from high school, the changes during the process of four or five years, resulting in what is still for me one of the most exciting parts of the year–commencement."

The usually serene and even-handed Pacheco seems giddy as he talks about his pride in watching a student evolve from a clueless and sometimes severely unprepared first-year student to a college graduate.

"It has been my privilege to see these graduates face the world armed with a new self-esteem, confidence, and dignity," said Pacheco with a sense of satisfaction.

Dr. John Pacheco offers congratulations to a colleague

Global MBA Adolfo Pérez Esquivel Plattsburgh State University CAMP Program

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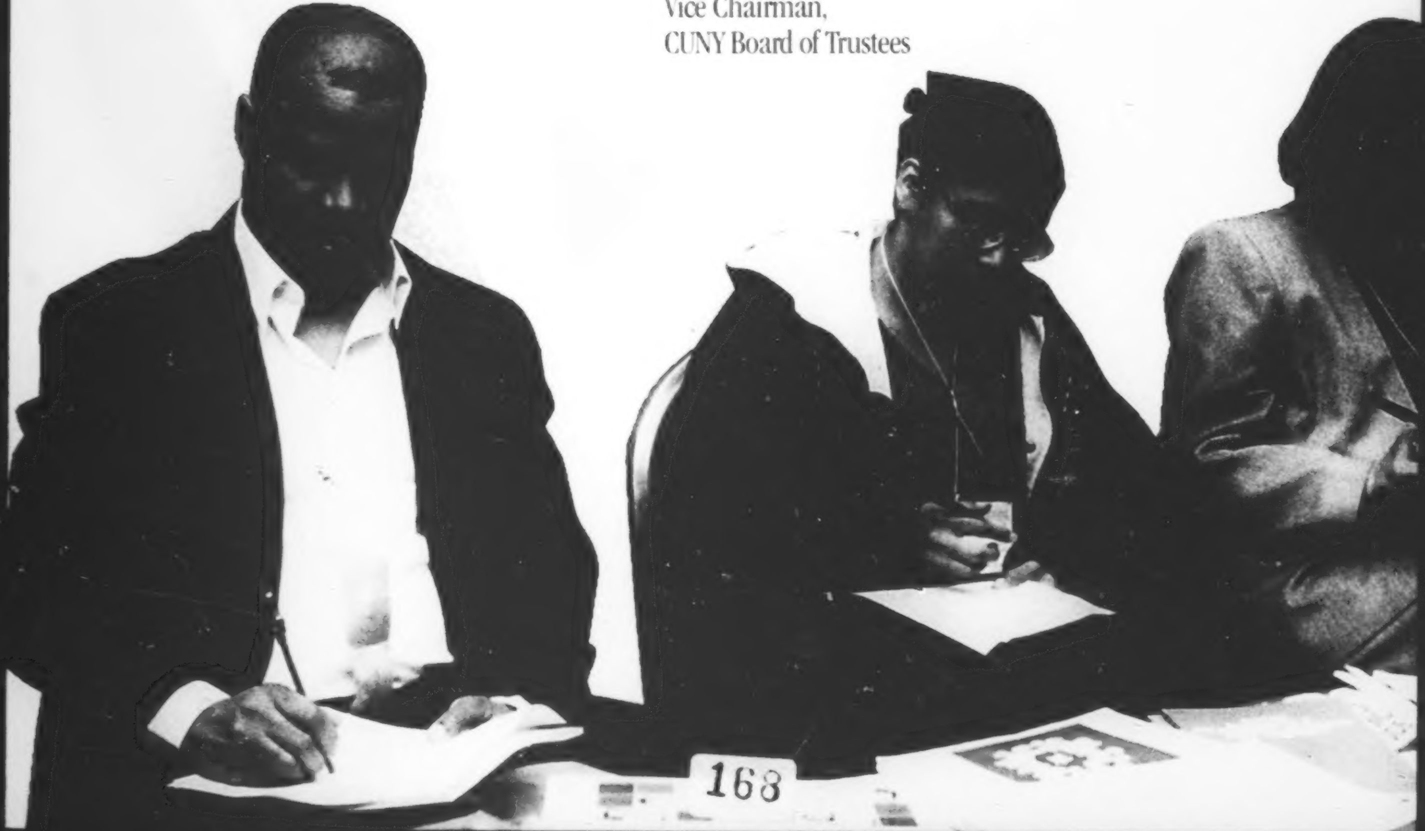

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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Cover Photos courtesy of: The City University of New York

A CAPITOL VIEW

The Case for Early Algebra

BY GUSTAVO A. MELLANDER

A FEW YEARS AGO WHEN THE RECURRING DISCUSSION ABOUT PRAYER IN OUR SCHOOLS WAS AGAIN ERUPTING, AN OBSERVER HAD AN INTERESTING COMMENT. He said, "There will always be prayer in our schools–as long as we teach mathematics."

A white paper released by Education Secretary Richard Riley contains some food for thought for educators and others interested in encouraging Hispanic students to go to college. The title sums up its message well: *Mathematics Equals Opportunity*.

The findings are relevant to Hispanics. A national survey conducted recently for the National Action Council for Minorities in Engineering, Inc. (NACME) found that 93 percent of Hispanic parents **expect** their school-aged children to go to college, and 83 percent of the Hispanic children themselves said they **want** to go to college. How can these expectations and hopes best be fulfilled?

One answer, the report finds, is for Hispanic students to take rigorous mathematics courses in high school, particularly algebra I and geometry. The study also found that students who take algebra in the eighth grade are more likely to take advanced mathematics and science courses in high school; students who take such courses are substantially more likely to go on to college than are those who don't. Moreover, students who take advanced mathematics and science courses increase career opportunities for themselves in the sciences and technology.

Drawing on statistics from the National Educational Longitudinal Study (NELS), the white paper notes that 83 percent of students who took algebra I and geometry in high school went on to college whereas only 36 percent of students who didn't take them went on to college. Further, "Students from low-income families who took algebra I and geometry were almost three times as likely to attend college as those who did not. While 71 percent of low-income students who took algebra I and geometry went on to college, only 27 percent of low-income students who did **not** take algebra I and geometry went on to college." Also, 90 percent of low-income students who take trigonometry go on to college, and 79 percent of those who take chemistry do so.

On the down side, only 46 percent of low-income students take algebra I and geometry, only 10 percent take trigonometry, and only 33 percent take chemistry. Moreover, according to the NACME survey, 60 percent of Hispanic students in the fifth through eighth grades said they planned to drop mathematics as a subject as soon as they were able to. In addition, only 25 percent of the minority students in the fifth through eighth grades "recognized that if they did not take algebra, they would not be able to take other mathematics courses in the future."

The white paper stresses the importance of making algebra a part of the middle school curriculum. It notes that some progress is being made and that enrollment in algebra courses in middle school is increasing. In 1996, 25 percent of eighth graders reported taking algebra compared to 20 percent in 1992. About 20 percent of Hispanic eighth graders reported taking algebra in 1996. Students who take algebra in the eighth grade open up the possibility of taking more advanced mathematics and science courses. The study notes that about 60 percent of the students who take calculus in high school had taken algebra in the eighth grade.

Completing algebra I, geometry, and other mathematics courses in high school not only increases the chances that a student will be admitted to a college, it also opens up career possibilities that would be closed to those with a limited mathematics background. Although that limitation can be overcome through postsecondary school courses and even self-study, it is to the student's advantage in terms of time, money, and opportunity to take mathematics courses, especially algebra I and geometry, while in high school.

Parental involvement is critical. The NACME study reported that 94 percent of the students said that their parents' advice was important in deciding what they studied in school. Teachers are also pivotal; 88 percent of students said that their teachers' advice was important.

Given the significance of parental involvement, the report outlines a number of steps parents can take. Among other things, it suggests that parents **insist** that their children enroll in algebra I, or a similarly demanding course that includes fundamental algebraic concepts, in the eighth grade. And later on, parents would do well to encourage their children's enrollment in more advanced math and science courses in high school so that they can keep all of their future options open.

Mathematics Equals Opportunity contains other points of interest, including a discussion of projects under way across the country to improve the mathematics curriculum. It provides a useful list of references. A government publication, the white paper is not copyrighted and may be freely distributed. It is available on the World Wide Web at www.ed.gov./pubs/math/ in a hypertext version.

When reproduced with a laser printer, the 31-page document has a publication-quality appearance. Educators and others interested in the success of Hispanic students might wish to distribute the document to teachers, counselors, and parents.

Dr. Mellander is a professor at George Mason University.

HO

Open Admissions on Trial at CUNY

Trustees Pressing for Change

BY JEFF SIMMONS

Herman Badillo paces the confines of his law office high above a midtown Manhattan avenue, anxiously gesturing as he ticks off proposal after proposal on how the City University of New York must embrace change in order to succeed.

> ***"Everyone agrees that government has a function in public education.... If we fail in education, we fail everywhere. That has to be the most urgent priority. I am as passionate about education as Mayor Giuliani is about crime."***
>
> HERMAN BADILLO, VP, CUNY BOARD OF TRUSTEES

The City University of New York, the nation's leading urban university, enrolls nearly 202,000 degree-credit students in its 10 senior colleges, six community colleges, and graduate professional schools throughout the five boroughs of New York City.

As vice chairman of CUNY's Board of Trustees, the 68-year-old Badillo has spearheaded dramatic reforms over the last year, an evolution that will come to include a new chancellor at the helm of the nation's largest urban university, fresh blood to oversee several of the system's campuses, and tougher standards for students.

"It's my crusade," says Badillo, one of two Latino members on CUNY's board and one of New York City Mayor Rudolph Giuliani's trusted advisers.

"Everyone agrees that government has a function in public education... If we fail in education, we fail everywhere. That has to be the most urgent priority. I am as passionate about education as Mayor Giuliani is about crime."

And like Giuliani's fervent assault on crime, Badillo has mounted an insider's attack on a system that–in many eyes–has suffered from years of decline, tuition hikes daunting to many students, a surge in part-time faculty, and a destruction of standards. New York Governor George Pataki and Giuliani echoed the chorus of attacks, with the mayor declaring it was time to "upgrade standards and promote accountability in the higher education system."

The criticisms escalated even as CUNY celebrated successes–the drumming up of $1.5 billion for campus capital improvements, and the forging of ties with the New York City Board of Education to improve incoming students' academic performance.

The teacher certification tests administered in February 1997 showed alarming results: while 84 percent of white students in CUNY's teaching programs passed the tests, only 35 percent of Hispanic students did so. And at City College, only 23 percent of Hispanic students passed.

CUNY has appointed an interim chancellor, Christoph Kimmich, to replace Dr. W. Ann Reynolds, who, after weathering months of tempestuous criticism, fled New York for a position at the helm of the University of Alabama in Birmingham. Kimmich, age 58 and a historian, came to the interim post from Brooklyn College, where he was provost and vice president for academic affairs. A nationwide search for a permanent successor is expected to stretch on for a year.

As it does, colleges and universities across the nation are looking to CUNY as they grapple with similar educational dilemmas and chart their own futures. CUNY trustees say they hope to seize the occasion to improve opportunities for all students, but they acknowledge that the demand is more pressing for the system's booming Black and Latino populations.

Edith Everett, who has been on the 17-member board of trustees for two decades, says that "CUNY has to catch its breath and assess the totality of the institution, the strengths and weaknesses of all the parts, and be sure that it understands what its mission is."

Higher education experts say that the opportunity is ripe for CUNY to position itself as a "key driver" of the economy in the region.

"It has never really in a systematic way made it very clear to governmental and business leaders in the City of New York how important it is to produce a well-educated workforce," says Joshua Smith, director of New York University's Program in Higher Education and former chancellor of California's community college system. CUNY would have a chance to turn itself around, Smith says, "if the will were there to provide some of the essential funding."

Badillo, for his part, says that the system must decide whether the long-standing "open admissions" policy needs to be adjusted. "It's time for an evaluation of everything we're doing because we have a completely new board," he says. "It is probably the best opportunity in the past 30 years to reevaluate the mandate of the city university."

Those changes will affect more than 205,000 students enrolled in the CUNY system, which is comprised of 10 senior colleges, six community colleges, a technical college, graduate school, law school, and an affiliated school of medicine. The campuses, situated throughout the city's five boroughs, are largely attended by students from poor families, many of whom arrive academically unprepared for college work and with poor English-speaking skills.

The open admissions policy, in place since 1969, means that CUNY is legally bound to accept all students, as long as they have acquired a high school diploma or an equivalent.

Many of those unprepared students must be hastily shuttled into remedial courses, which can stretch on for years. Badillo maintains that at some campuses, such remedial offerings were disguised by names such as "developmental and compensatory courses." But the results were the same: students were spending too much time acquiring skills that they should have learned in high school.

Students at LaGuardia Community College, CUNY

Students at LaGuardia Community College, CUNY

"We need to know: Are kids ready to go to college?" says Badillo, whose father was a teacher in Puerto Rico. "We have to know what the facts are when students arrive." This is why some trustees, led by Badillo, are proposing an entrance exam. "It's our hope that we will have a skills assessment test for community colleges and senior colleges to evaluate the degree to which students are ready to do college work."

But trustee Everett is concerned about the hardship some students could experience as a result. She points out that roughly half of the system's first-year students are limited English proficient.

"An entrance exam can serve more than one function: it can serve the function of a diagnostic test, or it can be used as a gate to keep out large numbers of students," says Everett.

If they score poorly, students will no longer be able to expect years of remediation. On one CUNY campus, Baruch College, remedial classes have gone the way of slate chalkboards. At others, there will be "crash remediation" courses to get students quickly up to snuff. This is likely to have a heavy impact on minority students, particularly those with limited English skills.

Badillo acknowledges the expected criticism suggesting unequal treatment, responding: "As a Puerto Rican who came here not knowing how to speak the language, and worked my way up, graduated [from] City College, I cannot be accused of being a racist who is against Black and Latino students."

Badillo recently aired a sharp criticism of CUNY professors, whom he accused of passing students along and allowing them to graduate with higher grades than they had earned.

He labeled the trend a practice that has worsened because of a "fear of African-American and Puerto Rican students. Teachers don't want to flunk them," he says, adding that "that's not helping minority students. The value of a diploma has been watered down."

"If you speak to the business community privately, they tell you that City University students are not up to par. They won't say it publicly because they don't want to be accused of being racist."

The path to earning a diploma is about to change, too, for many students. CUNY was enveloped in controversy in May after it became known that students at Hostos Community College in the Bronx were able to graduate without passing a writing exam.

Dr. Reynolds insisted that Hostos, a bilingual school in the Bronx, was the only campus to allow this, but then trustees learned that other community colleges conferred degrees on students who didn't pass the test. Students have fought the change.

But trustees dug in their heels even more passionately when they learned that the overwhelming majority of Hostos students who then took the test–all but 13 of the 125, to be exact–failed. More than three quarters of Hostos' students are Latino.

The revelation shook Badillo, also for personal reasons, because he was behind the creation of the school three decades ago when he served as the Bronx Borough president. Badillo had sought to help students in an economically depressed area, where Spanish-speaking students had scant opportunity to succeed in college because they were not fluent in English.

"I saw a lot of Puerto Rican students who dropped out," Badillo says. "I felt I had to do something so we can overcome this handicap." He still is a proponent of bilingual education, saying that what Hostos now needs is new leadership and tougher standards. "I want all colleges to have such clear standards [that] when students go out to get a job, they can get a job in the labor market today."

It's the same mission that colleges within the system are vowing to pursue.

Matthew Goldstein, president of Bernard M. Baruch College in Manhattan, already has ended his school's remedial program and says that he will now require students to produce Scholastic Assessment Scores, giving Baruch the distinction of becoming the first CUNY college to require them.

But this has raised concern that poorer students who want to attend the college won't be able to afford the exam and test preparation classes.

Goldstein, rumored to be a serious candidate for CUNY chancellor, recently said at a Manhattan gathering that CUNY needs a major overhaul, one that would toughen entrance requirements at all levels, particularly those at the system's top colleges. But, he says, the need for change goes far beyond college walls.

"A transformation needs to be done from the time a student enters school–at kindergarten and first grade–through the collegiate years. We are an urban school system and an urban higher education system, and we are presented with challenges that non-urban systems don't have," Goldstein says. "Anything that we do at City University in a dramatic way is going to be analyzed and critiqued."

Trustees also are studying ways to improve the system's low graduation rate of 2.2 percent after two years; to stave off tuition hikes, which have nearly doubled costs for the average student; and to beef up the ranks of full-time faculty, which show a decrease of 16 percent.

Trustees also are studying ways to improve the system's low graduation rate of 2.2 percent after two years, to stave off tuition hikes, which have nearly doubled costs for the average student, and to beef up the ranks of full-time faculty, which show a decrease of 16 percent. NYU's Smith says that this has had a debilitating effect, particularly hurting those students who need assistance only to find none available.

"When you have faculty who are increasingly part-time rather than full-time, you have a situation in which students might not even have the chance to even sit down with a faculty member. The contract that the university has with adjuncts does not require them to keep office hours; that's not part of the package," says Smith, who previously worked on three of CUNY's campuses.

The reforms come as New York State's Board of Regents takes a close look at CUNY and as the state moves to set standards for teachers. CUNY schools have produced troubling rates of failure as legions of its students fail teacher certification tests. The state is demanding that City College, for one, reverse this downward spiral or risk the loss of certification.

A review of the numbers shows an even deeper problem: that greater numbers of Latino students might be enrolling in teacher education programs, but far fewer leave with sufficient skills to earn teacher certification. In New York City, roughly 7,800 teachers do not hold appropriate certification and are using temporary licenses. (A point to note is that of the 6,469 teachers hired by the city's Board of Education in 1996, 1,779– 27.5 percent–were CUNY graduates.)

The teacher certification tests administered in February 1997 showed alarming results: while 84 percent of white students in CUNY's teaching programs passed the tests, only 35 percent of Hispanic students did so. And at City College, only 23 percent of Hispanic students passed, according to an internal status report supplied to the board of trustees in September.

"Some of our teacher education programs are in serious need of rethinking, refurbishing and reorienting," says Goldstein. "We still have a number of spots in universities that need to be bolstered."

Yet even as CUNY faces major change, it still enjoys a positive perception in the public's eye. A poll by the Quinnipiac College Polling Institute this fall disclosed that 68 percent of taxpayers contended that the university is either "very good" or "fairly good"–and more than half said they would recommend it. But even with this knowledge, trustees say that the system needs a new focus and that it is at a pivotal crossroads.

"We want to encourage students to come to CUNY," says Badillo. "We're going to work to bring it up to date so that when you are given a diploma, it will guarantee you will **be** something for the rest of your life."

Reaching the Conscience and Heart

BY JOYCE LUHRS

"I am returning to the experience of the plastic arts as a medium of the fight that I am involved in. The arts represent a language and a form for attaining sentiments across social sectors and trying to express them ...as in the publishing of books, articles, and all those languages and forms that permit reaching the conscience and heart of men and women."

ADOLFO PÉREZ ESQUIVEL, NOBEL PEACE PRIZE WINNER

Adolfo Pérez Esquivel

Adolfo Perez Esquivel

© Aldo Sessa 1994

TRAINED AS AN ARCHITECT AND SCULPTOR, ADOLFO PÉREZ ESQUIVEL TAUGHT AT SOME OF THE MOST PRESTIGIOUS UNIVERSITIES IN LATIN AMERICA. He served on the Faculty of Architecture of the National University of Plaza and the School of Art of Buenos Aires and Azul. He presented extensively at art expositions of sculptures, drawings, and paintings. He gave up his love of teaching in 1971 to dedicate himself to the non-violent human rights movement.

Adolfo Pérez Esquivel has championed human rights in Argentina for more than twenty years and was awarded the Nobel Peace Prize in 1980. He has spent much of his life challenging the injustices of his country's government during a period of right-wing repression and leftist terrorism, enduring torture and imprisonment.

In 1976, a military junta seized power in Argentina, sharply curtailing political activity and crushing opposition. Human rights groups, including Pérez Esquivel's Servicio Paz y Justicia (SERPAJ), an international peace and social justice organization based in Buenos Aires, estimated that between 10,000 and 20,000 Argentines vanished during the 1970s, with many of the missing believed to have been tortured and killed by military or police forces.

Risking arrest, he joined the demonstrations of Las Madres de la Plaza de Mayo, a group of homemakers who gathered weekly in the center of Buenos Aires to protest the disappearance of their loved ones and friends. These demonstrations continued until 1984, when the newly elected civilian government acknowledged that the previous regime had illegally imprisoned or executed some 9,000 citizens.

Pérez Esquivel described the 1970s as a difficult and traumatic period for the villages of Latin America because of the installation of military dictatorships that carried out grave violations of human rights, including torture, disappearances, persecutions, assassinations, and destruction of property in a move to silence all criticism of the government.

He believed that receiving the Nobel Peace Prize was a useful instrument that helped the villages. "This was important for opening a space before international opinion, for hearing the voice of those without a voice. The Nobel Peace Prize contributed to this fight to regain the participation of the town in democracy. With this comes a recognition of the fight of the village in defense of the human rights," he said.

While he has served as the founding secretary-general of SERPAJ since 1974, he has also fought the cause of the "desaparecidos," those who have disappeared, and their families, and has supported non-violent demonstrations in Brazil, Paraguay, Ecuador, and other Latin American nations under military rules.

Pérez Esquivel clearly has a gift for bringing together people of all social backgrounds and ages. He firmly believes that postsecondary institutions should include training in human rights that creates critical consciousness and a correct discernment between the "real courage" and the "anti-values." He said, "It is important that the training not be treated separately...but along with the social, cultural, and political aspects in the development of democracy."

He added, "Young people in Argentina and all of Latin America are discovering their social and individual rights. Through SERPAJ and other organizations of human rights, we are expanding the campaign, mobilizing, doing consciousness-raising work, and speaking in schools, town centers, and university organizations. But fundamentally the conscience of the young people is the testimony. Each one brings what he or she encounters and can contribute to a more just and humane society."

Even students in the United States can get involved, showing their solidarity with the causes of human rights by looking at what's happening in their own areas. "It is very important that they see their own problems in the society that they live in and develop a culture of solidarity. The societies are very designated for individualism, and it is necessary to develop a sensitivity of solidarity that all can contribute to the construction of societies [that are] more just and humane," said Pérez Esquivel.

He was very clear in his message that students from the United States need to come to Argentina to understand and work together with people from Latin America. Several students from the United States have interned with SERPAJ for periods of six months to a year, working with at-risk children, in the human rights movement, or in neighborhoods.

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"You're one of us. You're our daughter," Sarah Schoellkopf was told as she spent the summer of 1996 working in Buenos Aires with Las Madres de la Plaza de Mayo, a human rights group related to SERPAJ and based in the same building as Pérez Esquivel's.

A junior at the time, attending Connecticut College, Schoellkopf had spent a semester in the fall in Buenos Airés with the Council on International Educational Exchange. "I was always interested in human rights and community service. This seemed a good way for me to be involved in the Buenos Aires community," she said.

Schoellkopf was struck by the warmth shown her. "They were exceedingly kind to me, and I always wanted to help more. When I went back, I really understood the complexities they're working under in the human rights area in Argentina."

She pointed out that Pérez Esquivel and the mothers believe this is their destiny. "Both the mothers and Pérez Esquivel are so humble, decent, and good. They've done all these amazing things for the human rights movement that have impacted the whole world. They accept this as their destiny...what they were put on this earth to do."

During her stay, Schoellkopf got an up-close view of how the Argentine government operates by attending conferences, petitioning on the Senate floor, and even marching with Pérez Esquivel and the mothers in the northern part of the country.

Schoellkopf's experience and her status as a U.S. citizen also helped her colleagues in Argentina. She noted that the Madres would always say, "Keep in touch. You can help by writing letters and be heard because of your U.S. citizenship."

"Plus, I think that we can bring a different perspective for dealing with organizations. A lot of different organizations exist in the U.S., and we have a good knowledge of how to work with people, along with good organizational skills," she said.

As a student at American University, Noha Waibsnaider studied the many issues facing Latin Americans, but they did not come

Adolfo Pérez Esquivel receives Connecticut College's Presidential Award from Sarah Schoellkopf.

into focus until she experienced them first-hand in Argentina. "I interned with SERPAJ and learned what non-violent activism means. I learned the true meaning of non-violent activism, economic oppression as a human rights violation, the role of the U.S. in Latin American development, and countless other issues related to the work of NGO's [non-governmental organizations]. I developed my understanding of the issues and my ability to contribute to these struggles," she said.

> ***"It allows students to see the news that does not make the local or international papers, and it brings them closer to the reality of people's lives."***
>
> **NOHA WAIBSNAIDER**, FORMER SERPAJ INTERN

Waibsnaider agreed with Schoellkopf that working with a human rights organization in another country gives people a different perspective of the world. "It allows students to see the news that does not make the local or international papers, and it brings them closer to the reality of people's lives. Moreover, it can broaden their perspectives by providing alternative paradigms," she said.

Schoellkopf was instrumental in bringing Pérez Esquivel to Connecticut College a few years ago to present his message that "with rights come responsibilities." On his trip to the United States, Pérez Esquivel spoke at several universities about the progress of democracy in Latin America. "Today, they say that Latin America has democracies, but the reality shows that many problems exist as far as human rights and that these democracies are more ceremonial than real. It's important–collaboration with universities in the U.S. It is necessary to examine the possibility of investigating, working together on diverse problems concerning human rights to improve and construct democracy," he said.

Now, Pérez Esquivel talks about wanting to return to the artistic roots that impacted and shaped him: "I am returning to the experience of the plastic arts as a medium of the fight that I am involved in. The arts represent a language and a form for attaining sentiments across social sectors and trying to express them....as in the publishing of books, articles, and all those languages and forms that permit reaching the conscience and heart of men and women."

Distance MBA Draws Mexican Bankers

National University Serving Banamex

SPECIAL SUBMISSION TO *HISPANIC OUTLOOK*

Carlos de la Concha, who received his bachelor's degree from National when he was still a bank teller, is the person who suggested that Banamex look into the Global MBA program. He is now a division director for Banamex and responsible for three northwest states of Mexico.

Technology is changing the way the world does business–making goods and services available anytime, anywhere. And technology is reshaping the workforce–making constant training and frequent job changes the norm. To meet the growing needs of an international business community, National University, based in San Diego, created its Global MBA program. Fourteen bank executives from Banco Nacional de Mexico (Banamex) are now enrolled.

Courses for this Global MBA are delivered primarily through CD-ROM. The program offers a solution to students in other countries who are unable to spend the 15 to 20 months in the United States normally required to complete an advanced business degree.

Each CD includes its own specific Help section. All video lectures display the text simultaneously to facilitate understanding by students for whom English is a second language. Unlike a live lecture, students can replay the lectures as often as necessary to ensure that they grasp the concepts and theories. Each CD includes graphics, diagrams, small quizzes, and additional reading and case studies, and is a stand-alone graduate-level business course.

"We have relationships with Harvard and Yale," explained Carlos de la Concha, division director for Banamex in Tijuana, "and we used to send one or two of our executives to those institutions so they could work on their MBA–but they would have to be gone from their

Banamex employees who are enrolled in the National University Global MBA program jobs and their families. National University was the only university that could deliver a quality MBA program to our executives that allowed them to complete the courses without having to leave their work or homes."

Banamex is more than 100 years old and is the largest bank in Mexico. When Banamex came to National, the firm was interested in a scheduled pace to the courses and wanted the students to do their "studying" on site at the bank facility. Ramón Corona, international marketing director for National, lives in Tijuana and helped to work out an arrangement where Banamex supplies the computers and the server and National oversees the technology links that place the program directly into its sites.

"Banamex requested periodic site visits from professors to facilitate some of the discussion and case studies and asked that some case studies be customized specifically for its industry," said Corona. "We were able to provide a program specifically tailored to Banamex."

Two Banamex employees work on their National University Global MBA coursework.
Standing: Ana Luisa González-Alonzo. Sitting: Olimpia Flores Rivera.

Patricia Potter, Banamex's vice president of educational services, said that international expansion, particularly in Mexico, is important to National University for several reasons.

"The university could not insist that its students study international expansion as a strategic business option and not pursue that strategy itself," said Potter.

"As an educational institution committed to infusing diversity and a global perspective into its curriculum and learning strategies, National's only academically honest alternative was to move as speedily as possible into the stream of global education," she said. "As a matter of economic survival, the reasons are simple: new markets, a broader reach, a way to become and remain more competitive, and an avenue to access unique sources of intellectual capital. If one were to shrink the population of the world down to 100, only one individual would have a university education. Simply put, international expansion represents the largest new source of students."

The case study method provides a practical, comprehensive model of real-life business management. The first three courses at Banamex were taught by professors from National. The next seven courses have been "delivered" to the students via the stand-alone CD-ROMs. The final two courses include an international study project and a general field study.

Courses cover traditional subjects such as accounting, finance, and statistics as well as specialized courses related to global marketing. The traditional format of the classroom has been transformed from the lecture/textbook/discussion approach to the realm of the virtual. Banamex describes the courses as "rigorous and rich with multicultural assignments" designed to expand a student's global business skills and comprehension of the profound impact of technology on the business world.

There is no "class schedule" since students work at their own time. What is scheduled are the discussion groups and tests. Class discussions occur in chat rooms across time zones and with students from other countries. The reading and text assignments are the same; the process of submitting a paper is via e-mail, and the way in which professors send their comments and grades is through an Internet connection. The courses are also "hot linked" to multiple sources on the Web.

"National University's philosophy of access, relevance, speed, and cost applies not only to those who

> ***"As a matter of economic survival, the reasons are simple: new markets, a broader reach, a way to become and remain more competitive, and an avenue to access unique sources of intellectual capital. Simply put, international expansion represents the largest new source of students."***
>
> PATRICIA POTTER, VICE PRESIDENT OF EDUCATIONAL SERVICES, NATIONAL UNIVERSITY

attend our 20 learning centers in California but to our students in Mexico as well," said Dr. Jerry C. Lee, president of National University, adding that students from all countries have been attending the university since its inception.

De la Concha, who received his bachelor's degree from National when he was still a bank teller, is the person who suggested that Banamex look into the Global MBA program. As a division director for Banamex, he is responsible for three northwest states of Mexico.

"This is a pilot program for us," said de la Concha. "If this goes well, we will be signing up a lot more of our executives. Banamex, like many other leading financial institutions, strives to develop its executives. So far, the program has far exceeded our expectations."

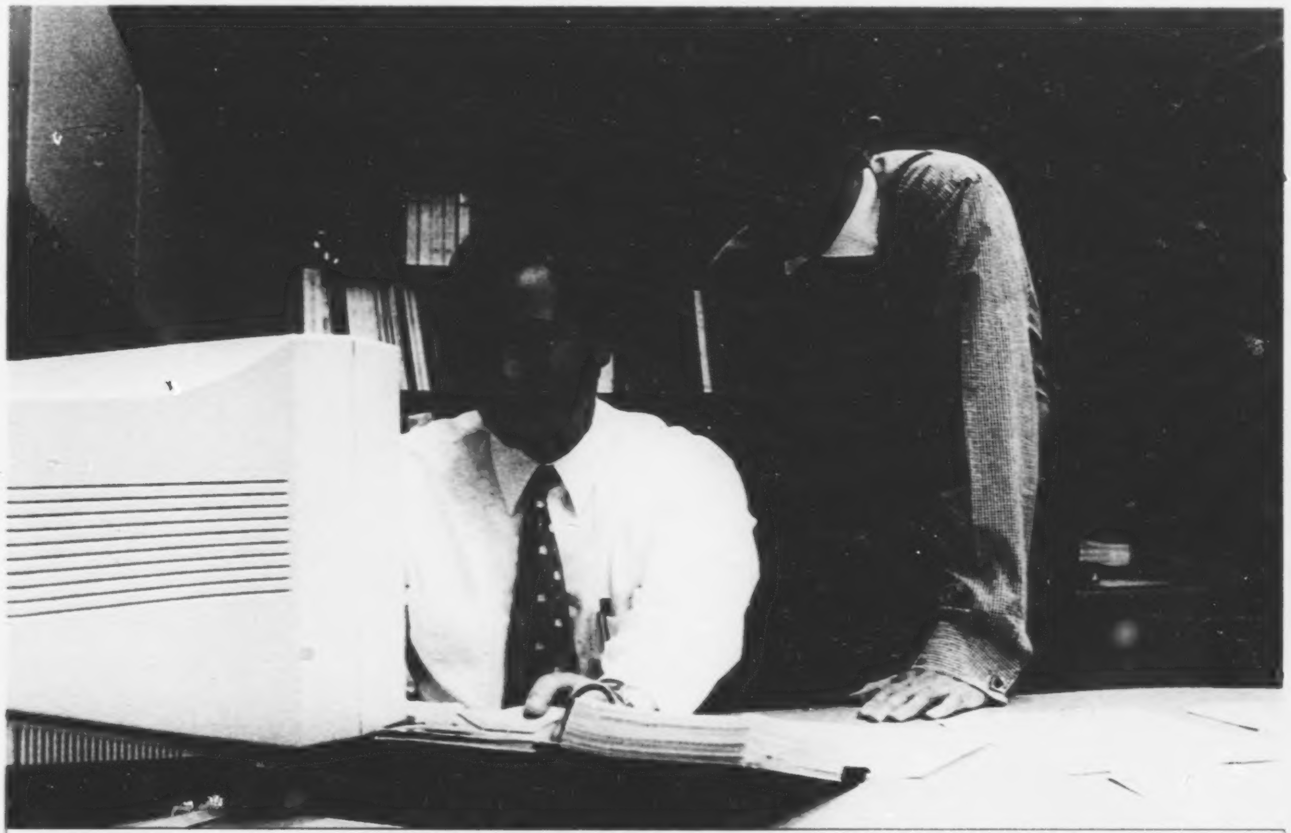
> ***"So far, the program has far exceeded our expectations. Banamex students have been able to take information from the classes and put it right to work at the bank. We have already saved money because of those initiatives."*** CARLOS DE LA CONCHA, DIVISION DIRECTOR, BANAMEX

Banamex students, he said, have been able to take information from the classes and put it right to work at the bank. "We have already saved money because of those initiatives."

In addition to Banamex, National University has established formal educational agreements with students in Portugal, Turkey, Monaco, Chile, India, China, and Ecuador. The university believes its Global MBA program is the only program of its kind that combines the use of digital distance education technologies, including videotape, CD-ROM, the Internet, the World Wide Web, and video teleconferencing.

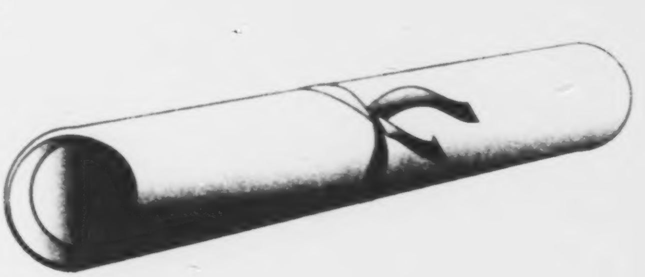
Students who successfully complete the Global MBA Program receive a U.S.-accredited master's degree in business administration from National University. National is accredited by the Western Association of Schools and Colleges (WASC), the California Commission on Teacher Credentialing (CTC), and the National League for Nursing (NLN).

With an open admissions policy, applications to National University are accepted year-round, and approval takes from four to six weeks. The University considers a student's previous academic record, professional experience, and educational objectives when reviewing applications. **HO**



Two Banamex directors work on their National University Global MBA program.
Sitting: Eduardo Maynez Galván. Standing: Carlos de La Concha.

The Honor Roll



Plattsburgh State University

Mountains, Lakes, and just South of the Canadian border

BY ROGER DEITZ

Hawkins Hall houses the president's office and many student facilities.

LOOKING FOR A SCHOOL OFF THE BEATEN PATH? ONE THAT PUTS YOU IN TOUCH WITH THE GREAT OUTDOORS WHEN YOU'RE NOT ATTENDING CLASSES IN THE GREAT ACADEMIC INDOORS?

How about a university situated close to top-rated recreational areas for all-season extracurricular activities, far from the hustle and bustle of big city life?

Look no more. Plattsburgh State University of New York (formerly SUNY-Plattsburgh) in the North Country of upper New York State offers all that and more. No matter the season, Plattsburgh State students enjoy the scenic natural wonders of the Champlain Valley, an area that is a U.N.-designated biosphere.

Then there's value. In a 1997 survey, *Money* magazine rated Plattsburgh State University one of the top 10 best college buys among northeastern institutions. Academically speaking, high standards are kept for faculty and students in a caring and supportive atmosphere on a beautifully landscaped, meticulously well-kept campus that enjoys a symbiotic relationship with its host community. Finally, Plattsburgh State is actively seeking to enlarge its minority and Hispanic student census and to diversify its campus population. All this creates a unique profile for this *Hispanic Outlook* Honor Roll honoree, the Empire State's best-kept secret in higher education, Plattsburgh State University, a four-year SUNY University-system school of distinction.

For those who cannot place the locale, Plattsburgh is north of Albany on the New York Thruway extension sometimes referred to as the Northway. It's situated on the western shore of Lake Champlain, less than one hour's drive from Lake Placid, Whiteface Mountain, Burlington, Vt., and the Green Mountains. That makes its location a paradise for ski enthusiasts. When the snow isn't falling, there's hiking and camping in the nearby Adirondacks. Plattsburgh is 20 miles south of the Canadian border and but an hour's drive from Montreal, which puts Plattsburgh State students just a whim away from visiting another country and sampling the rich French Quebecois culture.

Dr. Horace A. Judson, president of Plattsburgh State University of New York, speaks with students from the college.

Honor Roll Facts in Brief

INSTITUTION:
Plattsburgh State University of New York

LOCATION:
Admissions
10th Floor, Kehoe Administration Building
101 Broad Street
Plattsburgh, N.Y. 12901-2040
800-388-6473 or 515-564-2040

ESTABLISHED:
1889

ENROLLMENT:
Undergraduate: 5,319
Graduate: 601

DEGREE OFFERINGS:
Bachelor's
Master's
Certificate of Advanced Study

TUITION:
NY State resident - $3,400
Non-resident - $8,300
Mandatory Fees - $437

NUMBER OF FACULTY:
Full-time - 261
Part-time - 100

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Canadian Studies
Nursing
Environmental Science
Hotel, Restaurant and Tourism Management
Social Work
Education
Accounting

INTERNET (Website) ADDRESS:
http://www.plattsburgh.edu

Then there's the historical richness of the Champlain Valley region itself. Benedict Arnold conducted a very successful campaign in 1776 at nearby Valcour Island on Lake Champlain that stalled the British invasion of New York during the Revolutionary War. This piece of information is more than a Jeopardy quiz show question–The War of 1812 ended just off Plattsburgh's shores on Lake Champlain in what was the last naval battle between the United States and Great Britain. A treasury of historical manuscripts about these events resides in the Feinberg Library along with chronicles of other local, New York, and Canadian historical events.

Most Plattsburgh State students (96 percent) are New York State residents. Approximately 900 first-year and 600 transfer students enroll each fall, which brings the undergraduate enrollment total to about 5,400. Of all undergraduate students, 400 hail from more than a dozen foreign countries, and that diversity is increasing. African Americans account for 3 percent of the 1996 enrollment, and at present Hispanics represent 2 percent. Female students outnumber males by 14 percent.

At the 11th annual fall faculty breakfast in August, university President Horace A. Judson promised that diversity would be a major initiative for 1997-98: "I agree with a growing consensus that we cannot have a college of the highest quality without diverse student bodies, faculty, and staff." He added, "If our past efforts have not provided the desired result, we must try more effective approaches, some that have proven successful at other places.

"This past academic year, we had several noteworthy accomplishments, and we started several important initiatives that augur well for our strong future. We have strong positive reactions to our new recruitment materials and our marketing efforts. We enlarged our merit scholarship programs for out-of-state and international students. I think the implications of these initiatives for our overall enrollment and student diversity are obvious. We hope these initiatives will have significant positive impacts on our fall '98 class, quantitatively and qualitatively."

A bright new initiative that ties the university even closer to its host community is the introduction of Community Service Scholarships at Plattsburgh State. For the current school year, Plattsburgh State University offered 10 scholarships with a community service emphasis. Thanks to the combined efforts of the Dormitory Income Fund and the Plattsburgh College Foundation, $1,000 in tuition assistance and $1,310 toward on-campus room rent will be given in exchange for a students' commitment to work 12-15 hours per week throughout the academic year at a nonprofit agency within the community. The service scholarships complement the college's new strategic plan that calls for an increase in service opportunities for students.

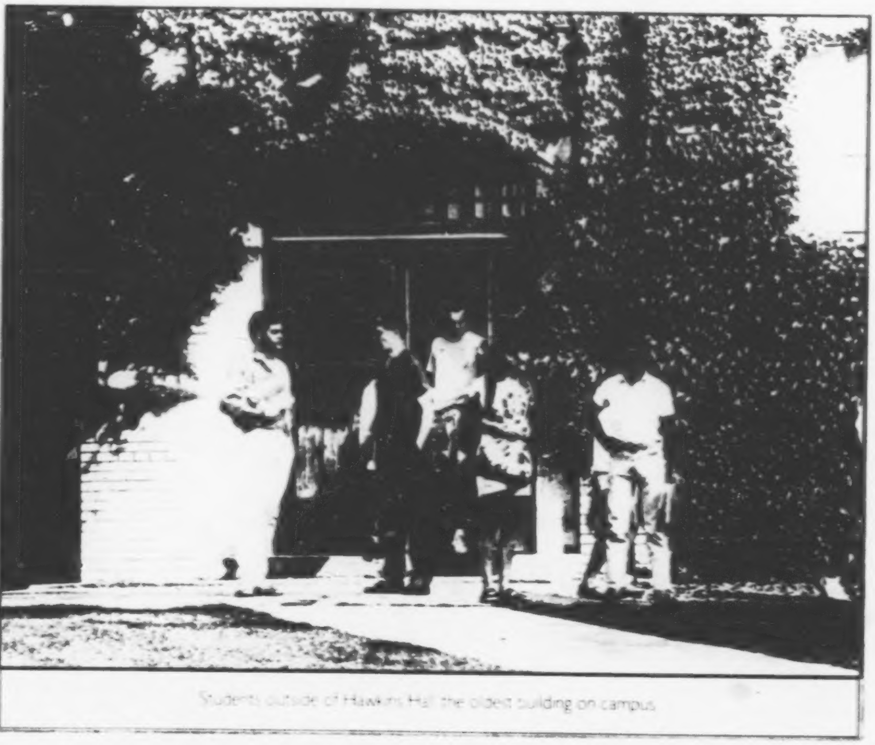
Plattsburgh State students already enjoy a close relationship with their host town. Students are welcome in this community of 40,000 people and appreciated for what they contribute to its educational, cultural, economic, and social vitality. In return, contributions from community friends, alumni, and local businesses and corporations allow the university to award more than $400,000 to students annually in scholarships and grants. A $7 million endowment supports one of the largest private scholarship funds in the SUNY system.

Plattsburgh offers more than 50 academic undergraduate programs in liberal arts, science, business, and professional studies. Internships provide students with practical experience in their fields of study. Plattsburgh also participates in an extensive network of study abroad programs and sponsors unique foreign study options of its own through Canadian Studies, Latin American Studies, and International Business. There is a popular Summer French Immersion Program in Canada. A SUNY-Quebec University Exchange program with a consortium of Quebec universities has been in effect for a number of years. There are semester- and year-in-residence programs at host universities in Montreal, Quebec City, Ottawa, and Toronto. Similar programs are established for foreign study in Argentina, Australia, Chile, Uruguay, and England.

The Plattsburgh State campus is bordered on three sides by a pleasant residential neighborhood, and its eastern boundary is the Saranac River. The modern complex consists of 35 buildings spread across 300 acres of land that provides an impressive setting for both academic and extracurricular pursuits. The academic complex, the heart of the campus, consists of Feinberg Library, the Angell College Center, Yokum Communications Hall, the Myers Fine Arts Building, and the Kehoe Administration Building. The campus residential and recreational areas are near the academic complex, bordering and overlooking the Saranac River and nearby Field House complex.

On campus, the Plattsburgh State Art Museum contains a collection of more than 4,500 works, offering a fully developed professional visual arts experience for college and community visitors. Feinberg Library, the newest campus building, is dedicated to the memory of State Senator Benjamin Feinberg, a Plattsburgh resident who in 1948 sponsored legislation to create the SUNY system. The library houses 300,000 volumes, subscribes to 1,438 periodicals, and accesses 60 electronic databases. It provides seating for 1,300 students and faculty. Campus activities abound with more than 90 student organizations representing various cultural, social, academic, and recreational interests.

Plattsburgh's own multi-media presentation CD-ROM is due out soon. The disc will be distributed to high schools and community colleges nationwide and will link its Web site to the college's home page. The presentation includes 15 pages, 18 photos and/or graphic elements, 10 audio clips, and four video segments. As the saying goes, a good secret is hard to keep. Especially in the digital age.



Students outside of Hawkins Hall the oldest building on campus

From Migrant Farmhand to Mechanical Engineer

First Grads from Penn State Migrant Program

The CAMP program was launched at Penn State with a $1.5 million grant from the U. S. Department of Education to provide programs that would help migrant youths begin college careers. The grant was one of only six awarded in the nation and the only one on the East coast.

When Guillermo Altuzar was in elementary school, he carried the flag of Mexico in parades and other public ceremonies. Last month, Guillermo carried honors of another kind as one of the first graduates of the College Assistance Migrant Program (CAMP) at Penn State.

Born in Mexico, Guillermo's family moved north to the United States in 1975 in search of a better life. Guillermo at age 15 worked long hours in Chambersburg, Pa., peach orchards. He wasn't admitted to high school. Instead, he and his brother attended an English as a Second Language program where students of various ages and ethnic backgrounds read books like *The Little Engine that Could.*

But Guillermo showed promise. He spent the summer of 1989 picking sugar beets in Montana. When he returned, he entered the ninth grade and was placed in general classes. Within two weeks, he was transferred into pre-algebra classes.

In the years that followed, Guillermo's family moved to Gettysburg, Pa.; Atlanta, Ga.; and Harrisonburg, Va. Although his high school grades and SAT scores were good, family finances were not. For Guillermo, attending college seemed an impossible dream.

After graduation, he went to work on a Mennonite farm near Gettysburg. It was 1993–the same year that CAMP got started at Penn State.

The program was launched at Penn State with a $1.5 million grant from the U. S. Department of Education to provide educational programs that would help migrant youths begin college careers. The grant was one of only six awarded in the nation and the only one on the East coast.

CAMP provides intense academic counseling, tutoring, cultural experiences, mentoring, and financial aid for students like Guillermo as they make the transition from migrant or seasonal farmworkers to college graduates.

Under the direction of Howard E. Wray, III, associate dean for undergraduate education, and Jeri R. Galaida, program director, CAMP students also attend workshops on study skills, college life, and career planning. Currently, 35

PENNSTATE

1 8 5 5

Upper-class CAMPers pose for a photo.

students are enrolled from the eastern stream, which stretches from Maine to Florida.

Since the fall of 1993, CAMP has enrolled 103 students from migrant or seasonal farmworkers' families. So far, 80 percent have remained in college after their beginning year–an astounding retention rate, given that fact that nationally, 60 percent of students from disadvantaged backgrounds drop out of high school and only 8 percent of incoming students from disadvantaged backgrounds even have a chance of completing college.

Since the fall of 1993, CAMP has enrolled 103 students from migrant or seasonal farmworkers' families. So far, 80 percent have remained in college after their beginning year–an astounding retention rate.

CAMP staff found Guillermo on a recruiting trip to Gettysburg. With encouragement from his family, Guillermo enrolled in Penn State's division of undergraduate studies and earned a 3.02 grade point average his first semester.

Guillermo continued working to help support his family and worked for a Penn State faculty member in exchange for room and board. This faculty member in the College of Engineering was instrumental in helping Guillermo stay in school.

Along the way, Guillermo tutored fellow students in math.

On Sunday, December 21, Guillermo received his bachelor's degree in mechanical engineering, the first in his family to earn a college degree. He plans to continue his studies and conduct research in the area of fluids or thermodynamics.

Incoming CAMP students have the choice of attending Penn State at either its University Park or Altoona locations. CAMP students like Guillermo continue to enrich university life, sharing their cultures and contributing to annual Asian and Hispanic celebrations and events.

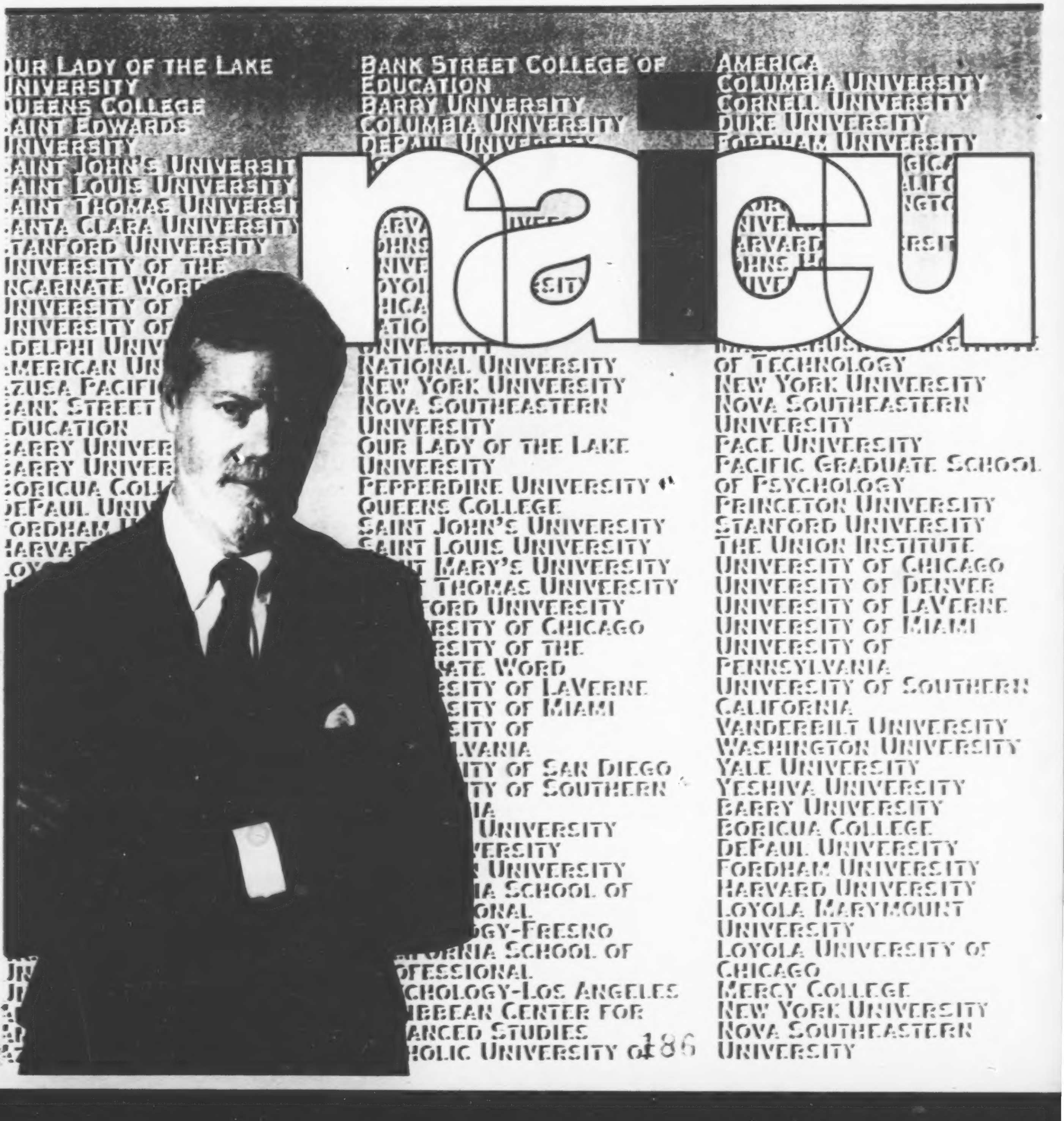
This article appears courtesy of the Penn State department of public information.

Sarita Brown College Bound Program Amherst University Migrant Health Care

JANUARY 30, 1998 • $3.75 VOLUME 8 • NUMBER 11

THE HISPANIC Outlook IN HIGHER EDUCATION

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES & UNIVERSITIES



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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subecriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652.

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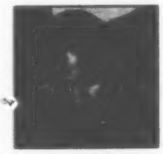

Students at St. Mary's University volunteer in two programs intended to inspire and enable area children to complete high school and go on to college.

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Diverse pre-med students at Cornell, trained volunteers in a migrant health program, trade translation duties for invaluable experience in care-giving and field research.

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Cover Photo: David Warren, NAICU President

A CAPITOL VIEW

Safe and Smart After-School Programs

BY

GUSTAVO A. MELLANDER

March 9 Deadline for Funding

They began as community college outreach programs. Housed in what were sometimes called learning centers, they were simply attempts made by colleges to relate more directly to the educational needs of their communities.

The programs served not only adults but the children of those adults, children who attended after-school hours so that their parents could pursue adult education courses. And the programs worked. They worked even better than anticipated for many of those children, who, given the advantages of new experiences, grew up wanting to go to college themselves.

As with so many changes that they brought to the world of higher education, community colleges were severely criticized by more tradition-bound universities for this departure from academia-as-usual. But the after-school idea, long proven useful and beneficial, has now been formally "accepted." Modified but nonetheless accepted, these centers that serve children are now not only being encouraged–they are being funded.

The Department of Education has announced $40 million in grant money to help set up hundreds of new 21st Century Community Learning Centers. These community-based after-school programs are to be concentrated in rural and inner-city public schools–the very geographic areas that house a high proportion of Hispanics.

The recently enacted Labor-HHS-Education bill dramatically expands support for after-school centers.

"These grants will help expand existing programs where kids can go after school and feel safe and get proper instruction and supervision for their homework and other needs," said Education Secretary Richard Riley. And center activities, according to Riley, stress elements desired by the parents: improving student achievement, preventing violence and substance abuse, and providing enriching opportunities to focus on computers and the arts.

According to recent research, after-school programs are wanted, needed, and beneficial to the entire community. *Family Involvement in Education: A Snapshot of Out-of-School Time* describes survey findings wherein parents expressed a strong desire for after-school programs: more than 70 percent of parents want their child to attend an after-school program. And while 79 percent indicated they would like a free program, nearly as many, 74 percent, would be willing to pay for the program.

Parental demand for after-school programs varied little across the school level of their children, urbanicity, race/ethnicity, or household income. The research further indicated that parents want more than inert baby-sitting programs. They want their children not only to be in a safe place–they want them to be afforded computer classes, art and music courses, and tutoring. Of parents who now enroll or would like to enroll their child in an after-school program, 95 percent feel that their child would benefit from an after-school program that included computer technology classes, and 91 percent feel that their child would benefit from arts, music, and cultural after-school activities.

There's a big gap between demand and supply for after-school programs. Seventy-four percent of parents of elementary school and middle school students say they would be willing to pay for a program, but only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attend one. These percentages varied little across urbanicity, race/ethnicity, household income, and education categories.

The 21st Century Learning Community Learning Centers Program will award grants to schools or consortia of schools, including colleges. In awarding grants, Riley indicates he will only fund applications that include activities offering significant expanded learning opportunities for children and youth in the community and that contribute to reduced drug use and violence.

The department will award 200 to 300 grants for up to three years, averaging $100,000 per center. The grants will range from $35,000 to $200,000. The application deadline is March 9, 1998.

Consortia that establish partnerships with community-based organizations are encouraged to apply. The proposals should address planning and implementation steps to meet the educational, cultural, and recreational needs of the local communities. Programs are to improve the children's thinking and language performance and, it is hoped, reduce delinquency and encourage youngsters to seek higher education opportunities.

For further information, contact Amanda Clyburn, U.S. Department of Education, Office of Educational Research, 555 New Jersey Avenue, NW, Washington, DC 20208-5644. Or (amanda_clyburn@ed.gov); fax (202) 219-2198.

Dr. Mellander is a professor at George Mason University.

A Look at the Nation's Independent Colleges

Surviving and Thriving

BY

AMALIA DUARTE

Amalia Duarte is a reporter for People *magazine*

What do Oral Roberts University, the Western States Chiropractic College, and Princeton University have in common?

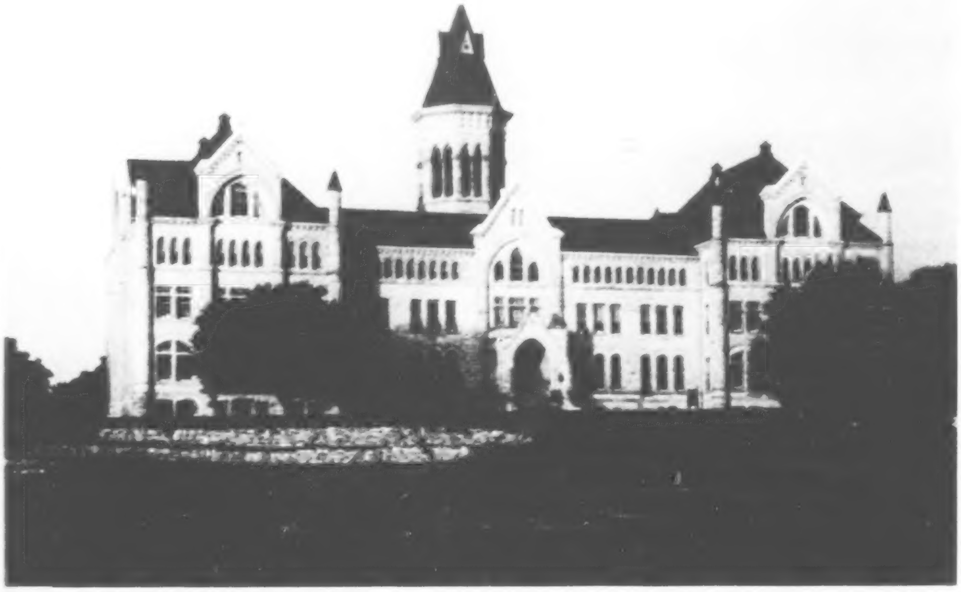
These three very different schools are all part of the 900-member National Association of Independent Colleges and Universities (NAICU), an organization of independent nonprofit institutions.

While state institutions are enrolling an increasing number of students, the independent sector continues to play a vital role in higher education. Today nearly 3 million students attend independent colleges located in every state but Wyoming. The diversity of these colleges is immense, from rural campuses to urban, from schools with student bodies of 100 to sprawling colleges with more than 30,000 students.

Established in 1976, NAICU includes traditional liberal arts colleges, major research universities, Historically Black Colleges and Universities, women's colleges, and private schools of law, medicine, and engineering.

"The purpose of our organization is to address issues that are unique to the independent sector, such as tax policy and student aid."

A benefit of attending an independent institution, particularly for minority students, is the option of getting lots of personal attention from professors due to smaller class sizes on average.



St. Edward's University, Austin, Texas. Member, NAICU said NAICU spokesman Timothy McDonough.

NAICU structure includes a number of commissions that address diverse issues, among them financing higher education, policy analysis, public relations, and state relations. A 44-member board of directors oversees the organization's activities.

The sweep of NAICU members is staggering. Independent colleges and universities award some 30 percent of all degrees: about one-quarter of undergraduate degrees, nearly half of all advanced degrees, and a majority of first-professional degrees in fields such as engineering and business.

Other facts about independent colleges might seem surprising. It's a sector that, contrary to popular belief, educates more than just middle- and upper-middle-class whites. The independent colleges and universities play a key role in educating young people, especially minority students, whose parents did not attend college. In 1993, nearly one-third of first-year students at independents were the first in their families to attend college. The year before, minority enrollment at independent colleges stood at 19 percent, virtually the same as for state institutions, where it was 20 percent.

Based on those statistics, it's not surprising that the independent sector also serves thousands of students from lower-income groups as well. The latest figures show that a greater proportion of the students enrolled in independents come from families with incomes below $25,000 than from families with annual incomes above $75,000. In 1994, tuition and fees averaged just below $10,000 at independent colleges and universities, and many could claim annual costs of less than $8,000 per student.

Many institutions with substantial Hispanic enrollments and impressive Hispanic graduation rates are members of this important association. Of the colleges and universities named by *Hispanic Outlook* this year as the top 100 in conferring bachelor's degrees upon Hispanics, 21 are NAICU members, among them Boricua College and St. John's University in New York City, Our Lady of the Lake University in Texas, and the University of Miami in Florida.

Independent colleges and universities award some 30 percent of all degrees: about one-quarter of undergraduate degrees, nearly half of all advanced degrees, and a majority of first-professional degrees in fields such as engineering and business.

And nearly one-third of the schools included in the *Outlook*'s list of the 100 top schools conferring master's upon Hispanics are NAICU members, including the University of Southern California, Loyola University of Chicago, and New York University. The doctorate-granting group reported by *Hispanic Outlook* also includes about a third NAICU-member schools–among them Cornell, Johns Hopkins, and Yale.

The Hispanic Association of Colleges and Universities (HACU) also includes a number of members affiliated with NAICU, including American University of Puerto Rico and St. Vincent de Paul Regional Seminary in Florida.

Historically, the independents have relied heavily on corporate contributions and tuition fees to meet their operating costs. But one of the challenges facing the independents today is that corporate support has decreased substantially over the past three decades. In the 1970s, independent colleges and universities received a generous two-thirds of all corporate gifts to higher education. By the early '90s, corporate largess to the independents had shrunk dramatically to just 40 percent. With diminished support from private companies and the federal government, independent institutions have been forced to increase expenditures significantly for student financial aid.

A benefit of attending an independent institution, particularly for minority students, is the option of getting lots of personal attention from professors due to smaller class sizes on average. Recent figures show that the average student enrollment at four-year independent colleges is below 2,000 compared to about 10,000 at state institutions. This personal touch perhaps accounts for a majority of students at independent colleges and universities completing their degrees within four years, compared to only about 30 percent of students at four-year state schools.

What role does NAICU play for these colleges and universities? The organization's primary purpose is to help its members by informing the public and government about the accomplishments and concerns of higher education. To achieve this goal, NAICU's two dozen staffers meet regularly with policymakers in Washington, D.C., publish loads of information, help coordinate activities at the state level, and urge member schools to lobby their political representatives on education issues.

Staffers are especially busy on Capitol Hill, where student aid has been threatened in recent years. In 1995, with financial aid under serious attack by Congressional Republicans, NAICU quickly joined with dozens of other education groups to create the Alliance to Save Student Aid. The proposals in Congress at the time called for cutting out $20 billion in student aid, including elimination of Federal Perkins Loans, Federal Supplemental Education Opportunity Grants (FSEOG), and Federal Work-Study. NAICU and these other higher education organizations successfully banded together to fight against the planned reductions, which would have eroded students' access to higher education. More recently, at a hearing last spring before the Senate Labor and Human Resources Committee, Sarah Flanagan, vice president for governmental relations and policy development, argued for an increase in the Pell Grant program.

Another area of NAICU activism was in pushing for passage of education aids in the Taxpayer Relief

Act of 1997. The act, signed by President Clinton last year, includes several provisions to help families and students pay for higher education, among them penalty-free withdrawals from IRAs for undergraduate study and new education IRAs that parents can establish for up to $500 per child per year. The earnings on these new IRAs accumulate tax free. A significant victory is that once again interest on student loans is tax deductible. And saved, for now, is the tax-exempt status of company contributions–up to $5,200 annually—to employees for education-related expenses such as tuition and books.

While these were notable wins for anyone with a tuition bill, on the horizon is a new national commission appointed by Congress to explore the ever-increasing cost of higher education. "That will be a real challenge–to try to find the best way for students to finance their college education and maintain high quality at the lowest possible costs," says McDonough. "As Congress moves forward on this question, our members will play a vital role."

Preempting the commission's investigation, NAICU recently completed a survey of more than 400 private colleges and universities to determine what factors led to increases in tuition and fees during the past three academic years.

The survey found that the top three factors accounting for tuition and fee growth at independent colleges and universities during those years were technological upgrades on campus, institutionally funded student financial aid, and faculty salaries and benefits. When asked which expenditures increased faster over the past three years than the rate of inflation, administrators most often mentioned institutionally provided student financial aid and computer equipment for both academic and administrative purposes.

In addition to lobbying the government on these timely issues, NAICU provides research devoted solely to the study of America's independent colleges and universities. The group meets annually, usually in winter, to discuss higher education trends and concerns among its member institutions.

St. Mary's University, San Antonio, Texas. Member NAICU

The 1998 conference is titled "New Resources, New Challenges: Independent Higher Education Looks Ahead," said McDonough. Among challenges facing the group are accreditation, regulation, and upcoming court cases dealing with the divisive question of affirmative action. With legal actions from Washington State to Michigan challenging affirmative action programs in universities, the issue is one that promises to bring lots of attention at this gathering. The February conference is expected to attract up to 600 college and university presidents from across the country.

Another issue coming up in 1998 is the Reauthorization of the Higher Education Act, which includes reviewing all federal student aid programs. But McDonough says he is optimistic on this front. "We are coming off some significant victories for students and institutions," says McDonough. "We beat back the challenge to federal student aid and more recently saw passage of a new tax law that provides a number of new incentives and ways for students and families to pay for a college education." Whatever challenges lie ahead for the nation's independent colleges and universities, NAICU is sure to take a leadership role in addressing these questions. HO

In the 1970s, independent colleges and universities received a generous two-thirds of all corporate gifts to higher education. By the early '90s, corporate largess to the independents had shrunk dramatically to just 40 percent.

NAICU MEMBERS AMONG TOP 100 OF ALL U.S. INSTITUTIONS CONFERRING DEGREES UPON HISPANICS AS REPORTED IN *HISPANIC OUTLOOK* APRIL 1997

Bachelor's Degrees: 21 of 100

Barry University
Boricua College
DePaul University
Fordham University
Harvard University
Loyola Marymount University
Loyola University of Chicago
Mercy College
New York University
Nova Southeastern University
Our Lady of the Lake University
Queens College
Saint Edwards University
Saint John's University
Saint Louis University
Saint Thomas University
Santa Clara University
Stanford University
University of the Incarnate Word
University of LaVerne
University of Miami

Master's Degrees: 33 of 100

Adelphi University
American University
Azusa Pacific University
Bank Street College of Education
Barry University
Columbia University
DePaul University
Fordham University
George Washington University
Harvard University
Johns Hopkins University
Loyola University of Chicago
National-Louis University
National University
New York University
Nova Southeastern University
Our Lady of the Lake University
Pepperdine University
Queens College
Saint John's University
Saint Louis University
Saint Mary's University
Saint Thomas University
Stanford University
University of Chicago
University of the Incarnate Word
University of LaVerne
University of Miami
University of Pennsylvania
University of San Diego
University of Southern California
Webster University
Yale University

Doctoral Degrees: 32 of 100

American University
California School of Professional Psychology-Fresno
California School of Professional Psychology-Los Angeles
Caribbean Center for Advanced Studies
Catholic University of America
Columbia University
Cornell University
Duke University
Fordham University
Fuller Theological Seminary in California
George Washington University
Harvard University
Johns Hopkins University
McCormick Theological Seminary
Massachusetts Institute of Technology
New York University
Nova Southeastern University
Pace University
Pacific Graduate School of Psychology
Princeton University
Stanford University
The Union Institute
University of Chicago
University of Denver
University of LaVerne
University of Miami
University of Pennsylvania
University of Southern California
Vanderbilt University
Washington University
Yale University
Yeshiva University

Dr. Patricia O'Donnell Ewers, president of Pace University and Vice Chair and Chair-Elect of the Board of Directors of the National Association of Independent Colleges and Universities

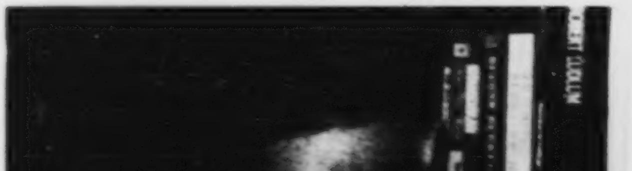
Championing the Independents

David Warren Leads the Charge

BY
AMELIA DUGGAN

DR. DAVID L. WARREN BECAME THE PRESIDENT OF THE NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (NAICU) IN 1993. Since then his work has focused on what he considers to be three critical concerns–student financial aid, the deregulation of higher education, and the use of the tax code to protect higher education. Warren sees advocacy as the fundamental mission for NAICU.

"Very often the independents are the institutions with the most modest resources," Warren said. "They enroll significant numbers of Hispanic students, most of whom depend on federal, state, or institutional financial aid, and it is important that their voices be heard when broad-based decisions are made regarding funding and related issues."



Dr David Warren

Warren spearheaded The Alliance to Save Student Aid, a coalition of 36 higher education organizations, which restored $15 billion in proposed cuts to federal student aid in 1995. As a result of NAICU's efforts, the dramatic reductions in financial aid to independents were restored, and work-study and other aid programs were increased.

The NAICU president is particularly proud of his work to eliminate SPRE, the State Postsecondary Review Entities legislation, which he maintains was an effort by Congress and the Department of Higher Education to provide the means for states to regulate colleges and universities.

"Never before had states been given this kind of power," Warren said. "Special institutions like many of the independent colleges and universities cannot be measured against each other because there is no common set of requirements." Warren believes it is critical that the independents represented by NAICU remain just that–independent.

> ***"There are 435 congressional districts for the independents, and I believe these same 435 districts would have put their institutions out of business if SPRE were put into effect."***
>
> DAVID WARREN, PRESIDENT, NAICU

"We have led the charge against regulation," Warren said. "We cannot and should not expect our students to meet fictional standards as set forth by the government. This would breach the wall between the independents and their state governments and would create a negative relationship."

Warren takes his argument further. "There are 435 congressional districts for the independents, and I believe these same 435 districts would have put their institutions **out of business** if SPRE were put into effect." When Congress reconvenes, Warren expects that any remaining elements of SPRE in the Higher Education Act will be repealed in total.

Warren sees the HOPE Scholarship and the Lifelong Learning Tax Credit as important to the independent colleges and universities. He believes that two out of three students at these institutions will benefit from the tax credits. He admits that he would have preferred that the money be poured into Pell grants and be true scholarship money, but he is still grateful that the tax credit is being made available for college education. "Did we want $40 billion to go to a capital gains cut or a tax credit? The choice was obvious."

Warren maintains that the independents have had a long tradition of concerns about access and opportunity. "Enrollment of Hispanics at the public colleges and universities averages 7.2 percent," said Warren. "The numbers jump to 8.3 percent when you look at the independents."

A recent NAICU survey showed that many private institutions are increasing the amount of institutional aid earmarked for low- and middle-income students. More than 95 percent of the institutions are augmenting funds provided by the federal Pell Grants with additional aid for needy students. They are also increasing fund-raising efforts to provide more scholarships, providing flexible tuition payment options, and helping students find jobs to help them earn their way through college.

"Clearly the results of this survey indicate that independent colleges and universities have made access to their institutions the number one priority," Warren said. "The independents nationwide are taking significant steps to ensure that they remain affordable to students of all economic backgrounds."

> ***"...Enrollment of Hispanics at the public colleges and universities averages 7.2 percent. The numbers jump to 8.3 percent when you look at the independents."***
>
> DAVID WARREN

NAICU research also indicates that 86 percent of full-time Hispanic students enrolled at independents receive financial aid at an average of $7,500, 56 percent receive a Pell grant at an average of $1,900, and 36 percent receive institutional aid at an average of nearly $5,000.

Warren points to the many successes achieved on behalf of Hispanic students at the independents. St. Edward's University in Austin, Tex., has its much-lauded College Assistance Migrant Program (CAMP), which for the past 25 years has allowed more than 2,000 children of migrant farm workers to receive a college education.

Under CAMP, first-year migrant students receive financial assistance for tuition, fees, room and board, books, transportation, and personal expenses. The program enrolls 40 new students per year, and approximately 100 students attend the university as sophomores, juniors, and seniors. Today, CAMP alumni work in law, medicine, business, and education.

In addition to CAMP, St. Edward's offers its Community Mentor Program, an innovative program that annually places 65 to 80 migrant and other economically disadvantaged students as mentors to more than 600 at-risk elementary school children in the Austin Independent School District. The migrant students serve as positive Hispanic, bilingual role models (about one-third of whom are male) for the elementary school children being mentored. Approximately 72 percent of the "at-risk" students being mentored are also Hispanic.

Collaborative efforts are also the hallmark on other NAICU-member campuses. In the spring of 1997, Stevens Institute of Technology in New Jersey formed a partnership with NASA and the Hudson County Schools to promote science and engineering among Hispanic students. The Stevens/NASA Telecollaborative Partnership pairs practicing NASA scientists from the Goddard Space Flight Center in Greenbelt, Maryland, scientists who are themselves of Hispanic origin, with middle school teachers of large Hispanic populations. To enrich and enliven science education, the program uses Internet-based resources, such as NASA satellite images combined with desktop videoconferencing between the NASA mentors and the participating teachers and their classes.

Pace University, in New York's Westchester County, has a unique tutorial program for Hispanic immigrant students at White Plains High School. The Pace Hispanic Outreach Program (PHOP), currently in its eighth year, is dedicated to insuring that these immigrant students stay in school and that at graduation, they have the skills and socio-economic adjustment essential to their entry and success in college and/or the job market. Pace collaborates with the White Plains School District and Centro Hispano, a local community organization dedicated to the advocacy and support of the area's Hispanic population. Currently nearly 100 high school students participate in the program and have experienced increased self-esteem and a better success rate at their high school.

A cooperative program with the Yakima School District links predominantly Hispanic paraprofessionals with Heritage College, where they pursue baccalaureate studies and earn teaching certificates. The district guarantees employment of its graduates. Thirty-five paraprofessionals have become teachers thus far. Heritage College also offers a three-week summer institute for practicing teachers that focuses on aspects of bilingual education. Included are the concepts of multiple intelligences and integrative curriculum.

Asked what he sees as the issues facing the independent colleges and universities in the coming years, Warren cites first the growing gap in higher education opportunities between the majority and the students of color–particularly Hispanics.

"We need to find ways to identify students **as early as possible** in the K-12 system so that we can nurture them and encourage them to attend college."

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naicu

NAICU research indicates that 86 percent of full-time Hispanic students enrolled at independents receive financial aid at an average of $7,500, 56 percent receive a Pell grant at an average of $1,900, and 36 percent receive institutional aid at an average of nearly $5,000.

ABOUT DAVID WARREN:

Before joining NAICU, Dr. David L. Warren was president of Ohio Wesleyan University, 1984 to 1993. During that period, the university celebrated its 150th anniversary and completed a $60 million capital campaign.

As a founding board member of Campus Compact, and a member of its executive committee since 1986, Warren has been a leader among college and university presidents in the national community service movement.

From 1982 to 1984 Warren was chief administrative officer of the City of New Haven, Conn., and from 1978 to 1982, at Antioch University, concluding his service as vice president and university provost. From 1968 to 1976, he was at Yale University in faculty and other posts, including that of executive director of Dwight Hall, a privately endowed center that provides Yale students with volunteer, work-study, and field-based learning opportunities.

Warren earned his bachelor's degree in English from Washington State University, a master's degree in divinity and urban studies from Yale University, and a Ph.D. in higher education from Michigan State University. He was a Fulbright Scholar in India and a Rockefeller Fellow at Yale.

Students Motivate Younger Generation

College Bound and Outreach Programs Succeeding

St. Mary's University has taken College Bound into three elementary schools and approximately ten classrooms each semester for the last three years, informing the fifth graders about the different forms of education that are possible after high school.

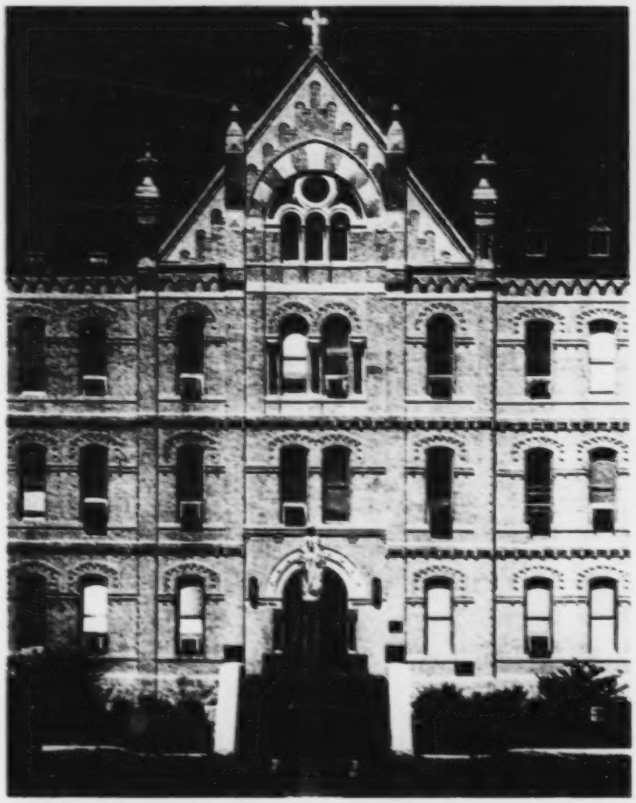
College students at St. Mary's University in Texas are working to inspire and excite local high school and even elementary age children about opportunities in higher education.

Through the College Bound curriculum program, fifth graders in elementary schools are visited and taught once a week for six weeks by St. Mary's students, who use a curriculum developed by the McBride Foundation in New Mexico, one that centers on opening young people's eyes to the many forms of higher education.

St. Mary's students work, too, with nearby Memorial High School students in two separate programs. One is a new mentor program that pairs up a college student with a high school student identified by teachers and counselors as someone who could benefit from a mentor relationship. Another is the PACE program, available to high school students who are pregnant or have children, making it possible for them to graduate with their class.

St. Mary's University has taken College Bound into three elementary schools and approximately ten classrooms each semester for the last three years, informing the fifth graders about course selection, picking a major, financial assistance, and the different forms of education that are possible after high school, from vocational or associate's degrees to a four-year bachelor's degree program. They talk too about some of the decision-making situations that might arise in the children's lives.

"We tell them about opportunities available in the community, such as the scholarships available to San Antonio high school students with a B average or higher through the San Antonio Education Partnership," says Aileen Salinas, a public relations specialist with the university. This pro-active approach to motivating young students helps them begin to realize their need to stay in school at any level, she says.



St. Mary's University

"We hope that high school

graduation becomes a stepping stone for individual success–not just a goal in itself. But most importantly, these students begin to believe that they possess the **ability** to continue their education through high school and beyond," she adds.

Why focus on elementary students when high school students need immediate attention? Because high school students might have already made up their minds to drop out of high school or determined that a high school education is sufficient to meet their needs, says Salinas.

"Most elementary students have not thought that far into the future. For the most part, we find that these children are open-minded about their futures–if they have thought about their futures at all.

"**Our** students benefit as well. Through community partnerships such as College Bound, we realize that as Hispanics, we can make an impact. At a school that is 64 percent Hispanic, St. Mary's students know how important it is to set goals for higher education early in life."

A member of the St. Mary's University Speaker's Bureau meets with students at Memorial High School.

Adriana Guerra, College Bound student coordinator for St. Mary's, called the dropout rate among minorities a growing concern. "We as college students need to help in any way possible–College Bound is a beginning."

When one teacher at Memorial High School was asked if a particular student could be dismissed from a class to participate in a mentor program with St. Mary's, his response was less than encouraging. He was willing to release the student, he said, but explained that she hadn't attended his class for the past 15 days. He feared she wouldn't show up for mentoring. To his surprise, she did keep the appointment with her St. Mary's student mentor.

"The situations are similar for many of the high school students," says Salinas. "They don't see the need to attend school when they have other challenges to deal with outside of school. Our mentors give these high school students an outlet.

"Their purpose is not to persuade students to attend school but rather to be a friend and a confidante. By providing a stable relationship, mentors help students to recognize the positive aspects in their lives. A mentor's main responsibility is to listen. Having someone to listen might sound like a simple request, but for a teenager who is struggling, its value is priceless."

It has been reported that the Edgewood School District in San Antonio has the highest teenage pregnancy rate in the nation. The PACE program with Memorial High School was designed for teenage students who have children or are pregnant and who otherwise would not be able to attend classes or to graduate. Through PACE, these students can continue high school at their own pace, 10 to 20 hours a week, through an individualized computer-based curriculum. St. Mary's students are available to tutor PACE participants throughout the school day and serve as a valuable resource.

"Working with the PACE program has made me realize how much I have learned in college, and now I have the opportunity to share that knowledge," says Manuel Padilla, one of the St. Mary's student coordinators for PACE. Like other student volunteers, Manuel

> ***"At a school that is 64 percent Hispanic, St. Mary's students know how important it is to set goals for higher education early in life."***
>
> AILEEN SALINAS, ST. MARY'S UNIVERSITY

has found that this program is more than tutoring.

"We take so many things for granted–critical thinking skills, for example. Students struggle with this every day. They aren't taught to **search** for the answers–they expect them to be in plain sight. The individual attention they get in tutoring helps them to develop the critical thinking skills. Sometimes, as with algebra, they just need it to be explained in a different way–a way they can connect with." PACE volunteers are the link between students and teachers. Because they are there to help, not enforce homework, PACE students feel comfortable approaching the volunteers.

Whether the impact is small or large, college students do affect the lives of these children. The college mentors are not only closer in age than are most teachers or counselors; they also serve as role models who are often likely to have the same background as the young student being helped. These college role models become persons the elementary or high school student can call by a first name. And the potential good goes in both directions. For college students like Manuel, the hands-on experience can be very useful in a later career.

Special thanks to Aileen Salinas, public relations specialist at St. Mary's University, for her help in preparing this article. HO

Sculpture adorning the front of admissions building, St. Mary's University

Students from Memorial High School talk with a staff member from St. Mary's University

"We take so many things for granted–critical thinking skills, for example. Students struggle with this every day. They aren't taught to search for the answers–they expect them to be in plain sight. The individual attention they get in tutoring helps them to develop the critical thinking skills."

MANUEL PADILLA,
PACE COORDINATOR,
ST. MARY'S UNIVERSITY

The Honor Roll

The Curiosity, Intelligence, and Passion of Amherst

BY ROGER DEITZ

College Row, Amherst College

The UNDERGRADUATE CLASS AT AMHERST IS NOT VERY LARGE, TYPICALLY 1,600, YET THE SCHOOL IS AMONG THE TOP FOUR UNDERGRADUATE COLLEGES IN AMERICA IN THE NUMBER OF STUDENTS WHO GO ON TO EARN PH.D.S. Amherst graduates enjoy one of the highest acceptance rates at top ten graduate and professional schools in the country. More than one in four Amherst alums enters graduate school immediately after earning a degree, and within five years, nearly 80 percent of the typical Amherst class will be enrolled in, or will have completed, an advanced degree program.

In addition, the record shows that Amherst students enjoy extraordinary success in competing for the most prestigious graduate fellowships. The alumni body contains more than 250 winners of Woodrow Wilson, Rhodes, Fulbright, Watson, Marshall, Luce, Truman, Mellon, and Churchill fellowships. These are some of the reasons why *U.S. News and World Report* annually lists Amherst as one of the best colleges in the country, a list the school has topped five times, ranking first in student selectivity, graduation rate, and academic reputation.

There is another fact of which Amherst is proud, a commitment to diversity throughout its entire history. All this makes Amherst College a worthy selection for the *Hispanic Outlook* Honor Roll.

Massachusetts' own, Ralph Waldo Emerson, said "The things taught in colleges and schools are not an education, but the means to an education." That comes close to describing the Amherst philosophy of making a student's experience at the college the beginning of a lifetime of learning and involvement in the world. The venerable institution commits itself to developing in each student the skills of inquiry, analysis, and expression that encourage continued intellectual growth.

Founded in 1821 as a nonsectarian school for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its 1,630 students come from most of the 50 states and many foreign countries. The

Dr. Tom Gerety president, Amherst College.

campus is located near the center of the town of Amherst, adjacent to the town common. Here the college draws on the cultural and intellectual traditions of its New England setting and the personality of its host town of 35,000 as the college and community enrich one another.

Amherst was the home of Emily Dickinson, a residence of Helen Hunt Jackson, and the place where Robert Frost lived and taught for many years. The acclaimed faculty reflects the training of major universities in the United States and abroad and teaches in an intellectually vital geographic region, a few miles away from four other distinguished institutions of higher learning–Hampshire, Mount Holyoke, Smith College, and the University of Massachusetts–schools with which Amherst engages in cooperative educational programs.

Amherst's enrollment process pays careful attention to the backgrounds and accomplishments of candidates for admission and to the needs of the students who attend. It is committed to admitting talented students from various intellectual, social, racial, and geographical backgrounds. This focus on diversity gives the school an exciting student body that makes the best use of the intellectually challenging surroundings.

Although the cost of an Amherst education runs to $28,680 a year for room, board, and tuition, the school insists that no qualified student should hesitate to apply because of the high cost. And that is not just public relations hype. The college's financial aid package offers a combination of scholarships, loans, and campus employment to make sure that "an Amherst education is available for all admitted students."

To that end, Amherst remains "need-blind" in its admissions policies. It has no academic, athletic, or merit scholarships, preferring to award aid based strictly on demonstrated need. Amherst guarantees to fund, within the limits of its resources, 100 percent of demonstrated need. In recent years, that has amounted to the annual awarding of $10 million of scholarship money to its small undergraduate class of students. The amount ranges from $300 to $26,000 annually per student, with an average of $15,145 in 1996-97.

Honor Roll Facts in Brief

INSTITUTION:
Amherst College

LOCATION:
Amherst College Office of Admissions
Box 2231 Amherst College
P. O Box 5000
Amherst, Mass. 01002-5000
(413) 542-2328

ESTABLISHED:
1821

MDCCCXXV

ENROLLMENT:
Undergraduate: 1,630

DEGREE OFFERINGS:
Baccalaureate

ANNUAL TUITION & FEES:
$26,000

NUMBER OF FACULTY:
171 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Law, Jurisprudence and Social Thought
Theater and Dance
American Studies
Latin American Studies
Neuroscience
Women's and Gender Studies

INTERNET (Website) ADDRESS:
http://www.amherst.edu

At President Tom Gerety's Inaugural Address in October of 1994, he spoke of the inclusiveness of an Amherst education and offered this challenge to those who would be attracted to the Amherst educational experience but dissuaded by a lack of finances. He said, "Ultimately, ours is a conversation about who we are and what we can do in our world....To all who would study in this tradition, we say: 'Come to Amherst if you would join us in this work. Never mind whether you are rich or poor. Never mind where or how you live. Say only that you would bring to this conversation all of your curiosity, your intelligence, your passion.'"

The enrollment figures speak as eloquently of diversity as does President Gerety's challenge. Since 1987, the number of students of color entering Amherst has grown from 14 percent to nearly one-third of the classes of 1998 and 1999. This year, 11.4 percent identified themselves as Hispanic/Latino, 6.4 percent as Black/African Americans, 95 percent as Asian/Asian-American, and 3.8 percent as of broader ethnicity.

In the class of 1996, which was 395 students large, 28 students were Hispanic. In 1997, there were 33 Hispanics in a class of 421. 1998's class of 418 contained 34 Hispanic students, and in the class of 1999, of the 422 students, the number of Hispanics rose to 48. As a point of information, for the class of 1999, there were a total of 213 Hispanic applicants from which the final 48 were selected.

From its earliest days, back when Amherst was founded to prepare poor young men for the Congregational ministry, the college has welcomed students of color. In the late nineteenth century, Amherst developed a relationship with Dunbar High School in Washington, D.C., which at the time was widely known as the country's most intellectually rigorous African-American high school.

In 1921, 100 years after the college's founding, visionary President Alexander Meiklejohn urged the college to open its doors even wider: "Which shall it be–an Anglo-Saxon aristocracy of culture or a Democracy? I cast my Anglo-Saxon vote for Pure Democracy...." He went on to say that the college must welcome students "of other stocks. And if they do not come, we must go out and bring them in. Our undergraduate life must represent the country that it serves; students must keep it free from any taint of caste or aristocracy."

In the mid-1970s, the board of trustees broke with 150 years of tradition and voted to admit women, who now comprise 50 percent of the class.

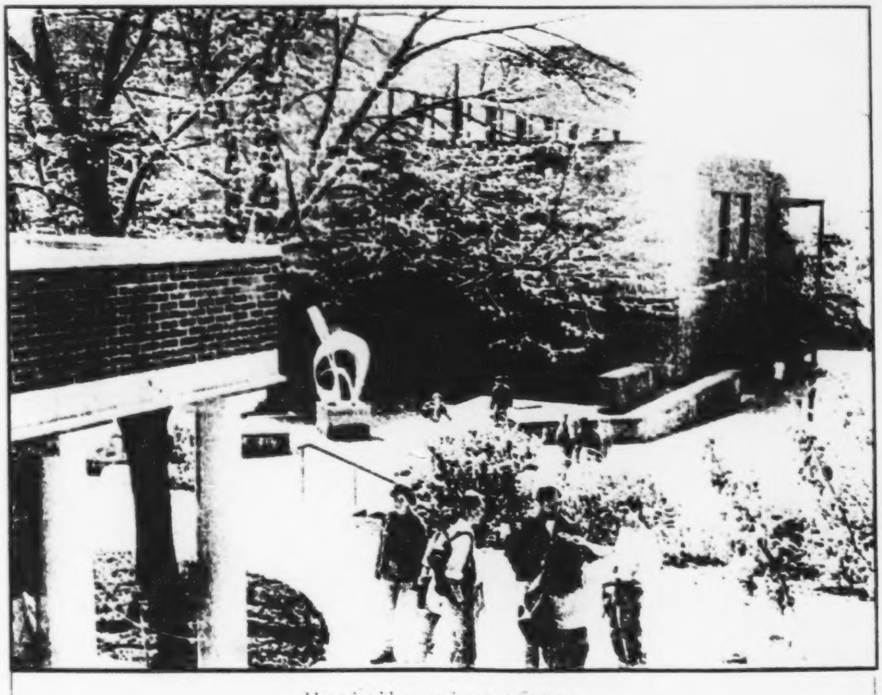
Class size at the college ranges from several sections with five students to a few lecture courses of more than 100 students. About 75 percent of the classes and sections have 25 students or fewer.

But class size is no index to Amherst's physical resources. Its facilities are modern and well-equipped. The Robert Frost Library, extensively renovated in 1995, contains more than 800,000 volumes and nearly 30,000 other media materials.

State-of-the-art science laboratories boast a new 50,000-square-foot science center addition for the biological sciences. Facilities include a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, the Mead Art Museum and the Pratt Museum of Natural History, a music building with its own library and concert hall, a dance studio, a central dining hall for all students, a campus social center with a snack bar and movie theater, 32 coeducational residences and dormitories, a language laboratory, and classroom buildings.

Amherst has no fraternities or sororities; instead, various "theme houses" give students with shared interests the opportunity to live together while adding to the quality of life at the college. Amherst also maintains a wildlife sanctuary and a forest for the study of ecology, an observatory, and even a planetarium.

Between Amherst and its neighboring institutions, the area offers a celebrated wealth of concerts, plays, films, lectures, and other events. But the most impressive offering continues to be Amherst's dedication to the highest standard of undergraduate education, including a sincere and long-standing effort to achieve the American ideals of democratic fairness and cultural diversity.



Mead Art Museum Amherst College

Progress Report: Educational Excellence

Sarita Brown Inspires New Hope

BY GUSTAVO A. MELLANDER

Brown already has to her credit several decades of effective, even ground-breaking, activism and advocacy. She founded the Graduate Opportunity Program in the Office of Graduate Studies at UT-Austin. Through her efforts, the program grew into an office with a combined fellowship and program budget of $1,000,000 and gained national recognition.

Many studies have explored the lost opportunities that characterize the reality of so many Hispanics on the eve of the 21st century. Far too many are still trapped in linguistic ghettoes, fail to reach their academic potential, and remain entrenched among the lower-paid echelons in the nation.

Nationally, Hispanic students account for nearly 15 percent of America's public elementary and secondary school enrollment. In some states, more than one-third of school-age children are Hispanic, as in Texas with 36 percent and California with 38 percent.

Sarita E Brown

Hispanics interested in the education of Hispanic Americans have not been too encouraged by the efforts of President Bill Clinton to help. Many are disappointed, and some feel particularly betrayed since Hispanics voted overwhelmingly for Clinton in both presidential elections.

The presidential appointment of Sarita E. Brown as new executive director of the White House Initiative on Educational Excellence for Hispanic Americans might represent a renewed opportunity. As director, Brown heads an interagency working group that provides staff, resources, and assistance to the president and to the secretary of education, helping them to address their responsibilities concerning education and Hispanic Americans.

Brown already has to her credit several decades of effective, even ground-breaking, activism and advocacy. She founded the Graduate Opportunity Program in the Office of Graduate Studies at University of Texas at Austin, where she had earned a B.A. in ethnic studies, a B.S. and M.A. in communication. Through her efforts, the program grew into an office with a combined fellowship and program budget of $1,000,000 and gained national recognition as a model in graduate minority education. By the time Brown left, in 1993, UT-Austin was ranked first in the nation in the number of doctoral degrees awarded to Hispanics. That same year, she received an award from the U.S. Council of Jewish Federation for her innovative series, "Strengthening the Ties Between the Hispanic and Jewish Communities."

From UT-Austin, Brown moved to Washington, joining the staff of the Education Trust at the American Association for Higher Education, co-managing the Community Compacts for Student Success, an education initiative funded by the Pew Charitable Trusts. This project sought to align schools, colleges, community groups, and the business sector in six U.S. cities to implement a data-driven change strategy to improve educational attainment for poor and minority students.

Two years later, Brown was named Senior Fellow in the Office of Minorities in Higher Education at the American Council on Education (ACE). This appointment coincided with ACE's outspoken defense of the use of affirmative action in the wake of *Hopwood*. At ACE, Brown worked on coalitions with other education groups and civil rights organizations, and edited a special publication, ***Making the Case for Affirmative Action in Higher Education***.

Five months later, Brown was appointed assistant dean of academic affairs at American University, working to improve graduate education and support faculty development, and serving as its diversity officer. She created "The American Mosaic" seminar series, developed ALCANZA!, the university's outreach effort to the Latino community, and worked on the university's relationships with the Hispanic Association of Colleges and Universities (HACU), the National Association of Colleges and Universities, and the Washington Internship for Native Students. It was from this post that she was recruited by President Clinton.

Three months into her new post, she announced: "The White House Initiative is now making available, through the initiative's home page, information from a detailed inventory of the entire federal government, agency by agency, to determine just what programs and services are available to Latinos in their quest for better education and opportunity to contribute to the nation."

Brown concluded her remarks on the initiative by noting that we must tailor our school curriculum to be effective "with the young people who actually populate our schools, and we need to hold our leaders at all levels–federal, state, and local–accountable for the results they achieve, or fail to achieve, in student learning."

About the Initiative and the Commission

Created in 1994, the President's White House Initiative on Educational Excellence for Hispanic Americans plans and implements educational support programs.

> ***"...We need to hold our leaders at all levels–federal, state, and local–accountable for the results they achieve, or fail to achieve, in student learning."***
>
> SARITA BROWN, EXECUTIVE DIRECTOR,
>
> WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE
>
> FOR HISPANIC AMERICANS

An Advisory Commission, a distinguished group of educators and business and political leaders deeply involved in and concerned with the education of Hispanic Americans, was created at the same time. Its 24 members were sworn in by Vice President Al Gore on February 1, 1995. The White House press release on the swearing-in ceremony detailed the commissioners' responsibilities as follows: to advise President Clinton and Education Secretary Riley on the progress of Hispanic Americans toward achievement of the National Education Goals; to monitor and coordinate federal efforts to promote high-quality education for Hispanic Americans; to propose ways to increase state, private sector, and community involvement in improving education; and to recommend ways in which federal education initiatives can be expanded and improved.

Members of the commission serve without pay and meet in Washington every few months. The commission is presently chaired by Dr. Ana Guzmán of Texas, a well-known leader in higher education with extensive experience involving the education of Hispanic Americans.

Public meetings of the commission have been hosted in diverse areas, among them Phoenix, New York, Los Angeles, San Juan, and San Antonio. They convened expert panels to address issues of early childhood development, access to higher education, Hispanic educational attrition, school finance reform and equity, Hispanic progress toward Goals 2000, successful programs, and more.

Coordination

In addition to their responsibility to gather, analyze, and publicize relevant facts on the state of education for Hispanic Americans, the commission and the Initiative staff also have an important role to play within the federal government. The executive order creating the commission and the Initiative charged each executive department and executive agency to "provide appropriate information requested by the commission or the staff of the Initiative."

It was hoped that a systematic collection of data relating to the eligibility for and participation by Hispanic Americans in federal education programs would assist and encourage others to participate. The progress of Hispanic Americans in-relation to the

National Educational Goals is to be monitored as well.

The federal government has a large number of programs scattered across various departments and agencies that affect, directly and indirectly, the education of Hispanic Americans. These efforts often are carried out independently without knowing what other departments and agencies are doing. Prior to the creation of the commission and Initiative, no means existed for obtaining an overall view of federal government programs that affect the education of Hispanic Americans.

Each federal department and agency with a relevant program has been asked to appoint a senior official to act as a liaison with the commission and Initiative staff.

As a first step to gathering information and gaining an overall view, the commission and Initiative staff created and sent out an inventory to 32 federal agencies. The agencies were asked to provide specific information: a) the dollar amounts of awards per component, a composite of the component, and the number of programs for each component/program; b) the number of participants for each program; and c) the total number of Hispanic Americans/Latinos participating in each program.

The results suggest that the majority of agencies have not adequately monitored Hispanic participation in their programs. Most agencies do not systematically collect data on the distribution of their grants and other benefits. The government therefore lacks critical information as to where and how equitably those dollars are actually distributed.

Many agencies had not heretofore thought of their programs in that fashion. This points to the value of an interagency group with a White House mandate, such as that of the commission and Initiative staff, in endeavoring to bring into sharper focus the federal government's scattered programs. One of Sarita Brown's many important tasks as the new executive director will be coordinating this interagency effort.

The Report

Building upon their hearings, surveys, and other sources of information, one important result of the commission work, assisted by the Initiative staff, was the report *Our Nation on the Fault Line: Hispanic American Education*.

A series of recommendations on steps that the federal government and others could take to improve Hispanic American educational opportunities accompanied the commission's call for strong corrective action.

Commenting on the report, Dr. Brown noted, "The needs of our community have been articulated, and those who shape national policy have been alerted to our agenda. Now the challenge is to focus the energy we have generated and move to strategic action."

> ***A clearing house of information regarding educational strategies, research practices, scholarships, fellowships, grants, and other pertinent documents has been established to apprise all parties interested in the initiative.***

Presented to President Clinton in September 1996, the report surveyed the current state of Hispanic American education. It unearthed and painted a somber picture of the quality of educational opportunities afforded most Hispanics. It highlighted a "disturbing crisis"–the poor condition of education for Hispanics. It found that in studying **all** measures of educational attainment between Hispanic Americans and other Americans, a significant and increasing gap exists.

Vice President Gore, on behalf of Clinton, committed to using the "report as a blueprint to address the education needs and challenges of Hispanic Americans." Secretary Riley agreed to have the Department of Education be a model agency in implementing the report's recommendations. Specific offices within the department are taking on the responsibility of developing programs geared to Hispanics. Other federal agencies, after reviewing the recommendations for action, have agreed to develop similar action frameworks.

At these and other coordination meetings, three points were agreed on: 1. the condition of education for Hispanic Americans is a disturbing national crisis; 2. action needs to be taken now, in the short- and long-range future; and 3. recurring meetings are needed to identify and steer action.

The Future

The commission and the Initiative have begun to move from vision to action. They have established steering partnerships with the White House National Economic Council, the Congressional Hispanic Caucus Education Committee, and cabinet secretaries of pertinent branches of the federal government. Five committees have been formed to develop a framework for action: Children, Family, and the Community; K-12; Higher Education; Public Policy; and Foundations, Corporations, and Public Affairs.

Educational Clearing House

A clearing house of information regarding educational strategies, research practices, scholarships, fellowships, grants, and other pertinent documents has been established to apprise all parties interested in the Initiative.

Those interested in the commission's report and other relevant material may contact: The White House Initiative on Educational Excellence for Hispanic Americans, 600 Independence Ave., SW, Room 2115, Washington, DC 20202-3601.

E-mail: White_House_Childhood_Hispanic_Ed@ed.gov

Tel. (202) 401-1411.

Students Bridge Cultural Barriers

Giving Vital Help in Migrant Health Clinics

BY ROGER SEGELKEN

HELPING "*NO HABLO ESPAÑOL*" DOCTORS DISTINGUISH *EMBARAZO* (PREGNANCY) AND *ESFORZARSE* (MUSCLE STRAIN) FROM *ESCALOFRIOS* (CHILLS) IS THE EASY PART.

Surmounting the cultural barriers between foreign-born workers and the medical help they need–that's the real challenge for Cornell students in the Cornell-Finger Lakes Migrant Health Program.

Now in its second year in health clinics, hospitals, and migrant worker camps around upstate New York, the student-run program began as a language translation service. It grew faster than an Empire apple in the summer sun.

"Especially in Latino societies, there is a stigma associated with going to a psychiatrist. Some of these people desperately needed mental health care. But the care providers didn't understand why the patients were hiding their problems," said Miguel Unzueta, a Cornell pre-med student in 1996 who stayed on after graduation to administer the migrant program.

A state- and federally-funded Migrant Health Care Program was already in place in the rural New York counties where migrant labor-

> ***"The Cornell students come from such a variety of backgrounds that they are able to understand–culturally–what the workers and their families need. And of course the students are able to get some clinical experience even before medical school."***
>
> JERRY RUIZ, OUTREACH COORDINATOR, MIGRANT HEALTH PROGRAM

Members of the Cornell-Finger Lakes Migrant Health Program, are, from left, Miguel Unzueta, associate program coordinator; Rosie Batista; Professor Eloy Rodriguez, program adviser; Kathy Rivers, assistant program director; and Adam Planck.

ers from Central America and Puerto Rico spend summers picking strawberries, corn, apples, and other crops or working in the packing plants. Based in Rushville, N.Y., the migrant health program staffs medical and dental clinics in a seven-county area and sends patients with more serious problems to nearby hospitals.

But what should have been a 15-minute clinic visit was taking much longer because doctors could not always understand their patients, and the Spanish- and Haitian-speaking patients weren't comprehending the doctors' questions and instructions.

"I knew we had plenty of bilingual students at Cornell to translate Spanish. We were a little surprised to find students who speak the Haitian Creole dialect," said Eloy Rodríguez, the Cornell professor of environmental studies who launched the student program.

With a smorgasbord of financial support–from the Cornell Public Service Center, Faculty Fellows in Service Program, Latino Studies Program, and Committee on Special Educational Projects–the first year's student volunteers received extensive training, then headed to the clinics. Soon, clinic sessions that once dragged on past midnight were wrapping up at 10 p.m.–because patients could communicate their problems.

The training required before students participate in the summer program covers everything from social and psychological issues to medical terminology and basic medical skills, such as CPR and blood pressure testing. Cornell nutritional sciences student Yvette Cruz was glad that she paid attention during training when a clinic patient suddenly went into labor last summer. Cruz held the woman's hand, instructed her and the father-to-be on the way to the hospital, and, after five hours of labor, helped deliver a healthy baby girl. When Cruz began to cry with happiness, it was the mother's turn to console her.

And the students' help doesn't stop with medical problems. When weather delays the ripening of crops and hungry workers resort to fishing from the lakes, the students are usually able to round up emergency sources of food and supplies, Unzueta said, pointing out a migrant labor fact of life: Workers are paid by what they harvest, and if no crops are ready that week, they get nothing.

With a smorgasbord of financial support–from the Cornell Public Service Center, Faculty Fellows in Service Program, Latino Studies Program, and Committee on Special Educational Projects–the first year's student volunteers received extensive training, then headed to the clinics. Soon, clinic sessions that once dragged on past midnight were wrapping up at 10 p.m.–because patients could communicate their problems.

The Cornell students can't resist doing research while they work in the clinics, and they have been examining the prevalence of injuries and disease among the workers and workers' families they serve. Besides undiagnosed psychological problems, they are finding a high incidence of cataracts, due primarily to diabetes, in workers in their late 20s and 30s. Eye injuries seem to be an occupational hazard for agricultural workers, the students note, and they also are recording higher-than-normal levels of diabetes, as well as sexually transmitted diseases (STDs) and AIDS.

"Of course the tests for STDs and AIDS are confidential, but once there is a positive result," Unzueta said, "we counsel and we emphasize,'What about your family?'"

Some of the cross-cultural misunderstandings are as basic as food preferences, the student administrator of the program said. There is no sense advising patients to eat pasta if their dietary tradition has no pasta. But providers of so-called modern medicine should also recognize the resistance of patients who prefer their culture's folk medicine practices, Unzueta said.

"We try to bridge the gap and get both parties to meet in the middle," he said. "Sometimes the best we can do is listen, so we let the patient tell us what their problem is. In the process, we're learning compassion for people who are not getting the help they need."

"The students have been a great help," said Jerry Ruíz, outreach coordinator at the migrant health care program. "Most of our clients at the clinics don't speak English, and if we had to send them on to the hospital, they weren't able to communicate.

"They really mix well with the patients," Ruiz continued. "The Cornell students come from such a variety of backgrounds that they are able to understand–culturally–what the workers and their families need. And of course the students are able to get some clinical experience even before medical school."

Rodríguez, who is the James Perkins Professor of Environmental Studies in the division of biological sciences at Cornell, started the migrant program because he recognized a second need, one beyond that of the migrant workers: Too many pre-med students who follow the biological sciences curriculum were not getting the practical experience that would enhance their future education and careers.

In fact, many pre-med students are diverted each year to careers in research, the researcher noted. "Some still want to be medical doctors, and I say: Let's encourage them and help them be the best." Furthermore, the hands-on experience that the students are getting in the migrant worker clinics, Rodríguez said, is more impressive to medical school admissions officers than is laboratory research experience.

It worked for Yvette Cruz, who now attends medical school in Puerto Rico. And for Miguel Unzueta, who, after taking a year off to serve as assistant director of the Cornell-Finger Lakes Migrant Health Program, is heading to medical school in California with first-hand knowledge of what patients need.

This year's contingent of four students, who are now in training, are finding out as well.

Retention Strategies · CSU-Fullerton · AHORA! Program · Services for Disabled Students

FEBRUARY 13, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 12

THE HISPANIC Outlook IN HIGHER EDUCATION

FOCUS ON RETENTION

Helping Hispanic Females Succeed in College

207

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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Cover Photo: Courtesy of Arizona State University

A CAPITOL VIEW

College-Bound Hispanics

Marking the Path

BY GUSTAVO A. MELLANDER

TWO IMPORTANT EARLIER RESEARCH STUDIES ABOUT HISPANIC STUDENTS ARE BEGINNING TO MAKE THE ROUNDS AGAIN IN WASHINGTON, D.C. Although stark and discouraging, these fact-laden studies provide insight into the reality Hispanics face. In some Hispanic neighborhoods, a full 40 percent of youngsters who start off in the first grade do not graduate from high school.

Richard P. Duran's ***Hispanics' Education and Background: Predictors of College Achievement*** and Gilberto Ramón's ***The Counseling of Hispanic College-bound Students*** both point out dispassionately and with lucidity why so many Hispanics never go to college or, when they do go to college, why they invariably encounter difficulty. On a brighter note, they also describe successful strategies for overcoming the most common hurdles.

One must be careful not to fall into a stereotyping trap. Many exceptions exist, but they are just that–exceptions. These studies indicate that for several reasons, Hispanic students tend to be more poorly prepared for college than are non-Hispanic white students.

First, a higher percentage of Hispanic high school students are not in academic college preparatory programs. Second, fewer Hispanics enroll in such academic courses as trigonometry, calculus, physics, chemistry, or third-year English. Third, a higher percentage of Hispanics take neither the SAT nor the ACT, the standardized tests usually necessary for college admission.

Of those who do take the standardized tests, lower percentages of Mexican Americans (66 percent) and Puerto Ricans (65 percent) than other whites (80 percent) identify themselves as in academic or college preparatory programs–that is, they have not prepared appropriately.

Duran points out that Hispanic high school seniors believed that their schools did not offer courses they wanted and that the level of teaching was poor. For their part, they admitted to poor study habits and difficulty in adjusting to the school's routine. Lastly, they acknowledged, their part-time and at times nearly full-time job obligations consumed too much of their time.

But the greatest discrepancy between Hispanic and non-Hispanic white seniors has to do with the compatibility of students' home life with schooling. One-third of Hispanic seniors, at a level at least 10 percent higher than non-Hispanic whites, worry about money problems, family obligations, a lack of a good place to study at home, and parental disinterest in their education.

Clearly many have to overcome substantial obstacles to succeed. At the same time, they are handicapped because of continuing cultural stereotypes about Hispanic students. Many teachers assume lower potential and expect lower performance. In a study of Mexican American students, teachers were more likely to show more disapproval toward Spanish-dominant than toward English-dominant students. Further, they attributed negative characteristics to students who spoke accented or nonstandard English or nonstandard Spanish.

Existing research indicates that what counselors fail to do is just as significant as what they do. In interviews, Puerto Rican students cited counselors' failure to explain adequately the college-going process as preventing them from applying to colleges.

Hispanic students also tend to be more vulnerable to both the positive and negative influences of school personnel than are middle-class, non-Hispanic white youth. Further, Hispanic students rely less on their guidance counselors and parents for career information than do other groups of students.

Successful Strategies

Early encouragement of Hispanics to aspire to attend college enhances their opportunities for better preparation. But early identification should not be rigid and should avoid tracking, and the selection of college-bound students should not be left entirely to school personnel. Neither should it be based entirely on test scores and grades.

High schools should have high expectations coupled with a strong academic curriculum. Parents need to be informed of opportunities in order to provide support and encouragement. And counselors need to be sensitive to the community's language preference–and to accept the fact that some information might need to be distributed in both Spanish and English.

An organized effort to prepare students for standardized testing, college admission, and financial aid application is essential. Students need information on deadlines and visits, and they also need an understanding of the importance of these for getting into college. Activities should be designed to help students successfully complete each step along the way.

On to College

Colleges, if they want to help, should align themselves with local high schools and help them implement the suggestions cited above. Neither high school grades nor admissions test scores alone should bear the sole burden of evidence for making decisions to admit Hispanic students to college. Admissions personnel need to be provided with a broader range of information on Hispanics' background, language, and culture in weighing admissions decisions.

Once Hispanic students are admitted, support systems must be instituted to help them adjust and succeed. Many excellent programs are already in place. They must, however, be constantly evaluated, improved, and shared with other institutions.

Tens of thousands of Hispanics have succeeded in higher education, and hundreds of thousands more can succeed in the future if properly prepared.

Dr. Mellander is a professor at George Mason University.

First-Year-Student Retention Up at Arizona State

Minority Students Make Biggest Gains

Minority students attending Arizona State University (ASU) are faring better than ever. Many on campus agree that a focused effort on the part of the university toward improving undergraduate education–begun in 1993 when President Lattie Coor identified retention as a top priority–is bearing fruit. A record 77.6 percent of minority first-year students from last year returned to ASU in the fall.

ASU has 858 minority first-year students enrolled, nearly a quarter of the first-time, full-time first-year-student class of 4,001. The minority retention figure represents a significant 8 percent increase over the year before, and 11 percent more than two years ago.

Overall student retention at ASU increased at every class level. On its main campus, first-year-student to sophomore persistence rose from 71 percent in 1996 to 75 percent. For returning students who had participated in ASU's Freshman Year Experience program, the return figure was 78 percent.

Retention levels had remained at just over 69 percent for 15 years,

> ***"We can point to specific programs that have made a difference. We cannot overstate, however, the important contributions of individual faculty and staff who have redesigned courses and teaching methods, improved advising, and held out a helping hand to students in need."***
>
> MILTON GLICK, ASU SENIOR VICE PRESIDENT AND PROVOST

Program Coordinator Cristina Torres (center) answers questions from first-year students Jason Wong and Barbara Ezrre (right). Wong and Ezrre are members of the Leadership Scholarship program.

Tim Trumble / ASU photo / 10/97

according to ASU officials. "We made a commitment in recent years to increase the success of all our students," said Milton Glick, senior vice president and provost. "Such a dramatic improvement is the result of dedication and creativity on the part of all members of the university community.

"We can point to specific programs that have made a difference. We cannot overstate, however, the important contributions of individual faculty and staff who have redesigned courses and teaching methods, improved advising, and held out a helping hand to students in need."

Eighty percent of African-American first-year students returned for their sophomore year this fall, a 14.2 percent increase over the previous year. Among American Indians, 70.7 percent returned, up 16.4 percent; 76.5 percent of Hispanics returned, up 5.6 percent; and 81.8 percent of Asian Americans returned, up 5.2 percent. Retention rate for Caucasian first-year students was 74 percent, up 2.8 percent.

Major contributors to improved success were the restructuring of first-year mathematics and English courses, innovations in large introductory classes, and expanded support for advising.

Some of the gain can also be attributed to the Freshman Year Experience, an intense support program that offers counseling, tutoring, advising, classes, and computer labs in the first-year-student residence halls. The services are open to all first-year students, whether they live in the residence halls or not.

The Native American Achievement Program, started last year at ASU and funded by the Navajo Nation, has had notable success in reducing the dropout rate of American Indian first-year students. Navajo first-year students who receive scholarship funds from the tribe must agree to participate in ASU's existing first-year-student support programs and must meet with their instructors regularly.

Forty-three Navajo first-year students participated last year, with three-quarters returning this year. Seventy-five first-year students and 33 sophomores are enrolled in the program this fall.

Total first-time first-year-student enrollment on the ASU main campus is 5,191, nearly 1,200 of whom are enrolled part-time. The current ASU student population is said to be younger, smarter, and more diverse than in prior years. Minority enrollment is at an all-time high, representing 18.8 percent of the total student population on main campus. Among first-time resident first-year students, the proportion is a robust 28 percent.

First-year students not only include more National Merit and Regents Scholars–a higher number of Arizona first-year students come from the top 15 percent of their high school classes than ever before. In the Honors College, 55 percent more students scored above 1,380 on the SAT this year than last.

"As we continue to attract a higher quality, more diverse student body, the overall undergraduate profile has begun to change," said Christine Wilkinson, vice president for student affairs. "The faculty are beginning to notice and comment on the differences.

"A brighter class means a higher level of faculty engagement. Soon we will see more demand for undergraduate research opportunities and more involvement in activities. And the diversity is terrific because the campus environment reflects what they will see in the world when they graduate."

Nearly 14 percent of first-time first-year students on main campus are Hispanic, 6.3 percent Asian American, 4.1 percent African-American, and 3.8 percent American Indian.

Scholar recruitment has increased too, with ASU inviting Arizona's National Merit semi-finalists to campus in their junior year, introducing them to the Honors College. In fall 1991, the university enrolled six National Merit Scholars, for a total of 24 on campus; this fall there are 52, for a total of 133 enrolled.

Supplemental Instruction is an academic support program to bolster student performance in "killer courses" with a high failure rate. Students meet in regularly scheduled groups to study and get extra help from an outstanding peer instructor.

"We didn't competitively seek National Merit Scholars until fairly recently, so we've had some catching up to do," said Tim Desch, director of undergraduate admissions. "But several things have had a profound effect. The national recognition of the Honors College, our research opportunities, and our scholarship funding have come together so that even the very strongest students are taking notice of us."

Concentrated Efforts Under Way

College officials report that more students than ever are succeeding at ASU, largely through several concentrated efforts that have been under way. Special programs in place to help retain students include the following:

- **UNI 100**: a comprehensive first-year-student success course focusing on study skills, time management, academic and career planning, and developmental topics, it has been shown to increase retention 10 percent. About 1,250 students are enrolled.
- **Campus Match**: allows first-year students to take four core classes with the same group of 25 peers, forming small learning communities that encourage studying and socializing together. In the fall, 300 students were in 16 clusters. Retention increase has been about 10 percent.
- **Supplemental Instruction**: is an academic support program to bolster student performance in "killer courses" with a high failure rate. Students meet in regularly scheduled groups to study and get extra help from an outstanding peer instructor. Last spring students in SI passed the courses at an 87.3 percent rate, compared to 67.8 percent of non-SI students. SI was

ASU engineering professor Antonio Garcia works with students Ray Carranza and Tamar Obards, as part of the ASU-led program, Western Alliance to Expand Student Opportunity. (Garcia is also WAESO director.)

Tim Trumble photo - ASU News Bureau

expanded in the fall to 2,300 students in 14 sections of introductory psychology, political science, philosophy, and macroeconomics.

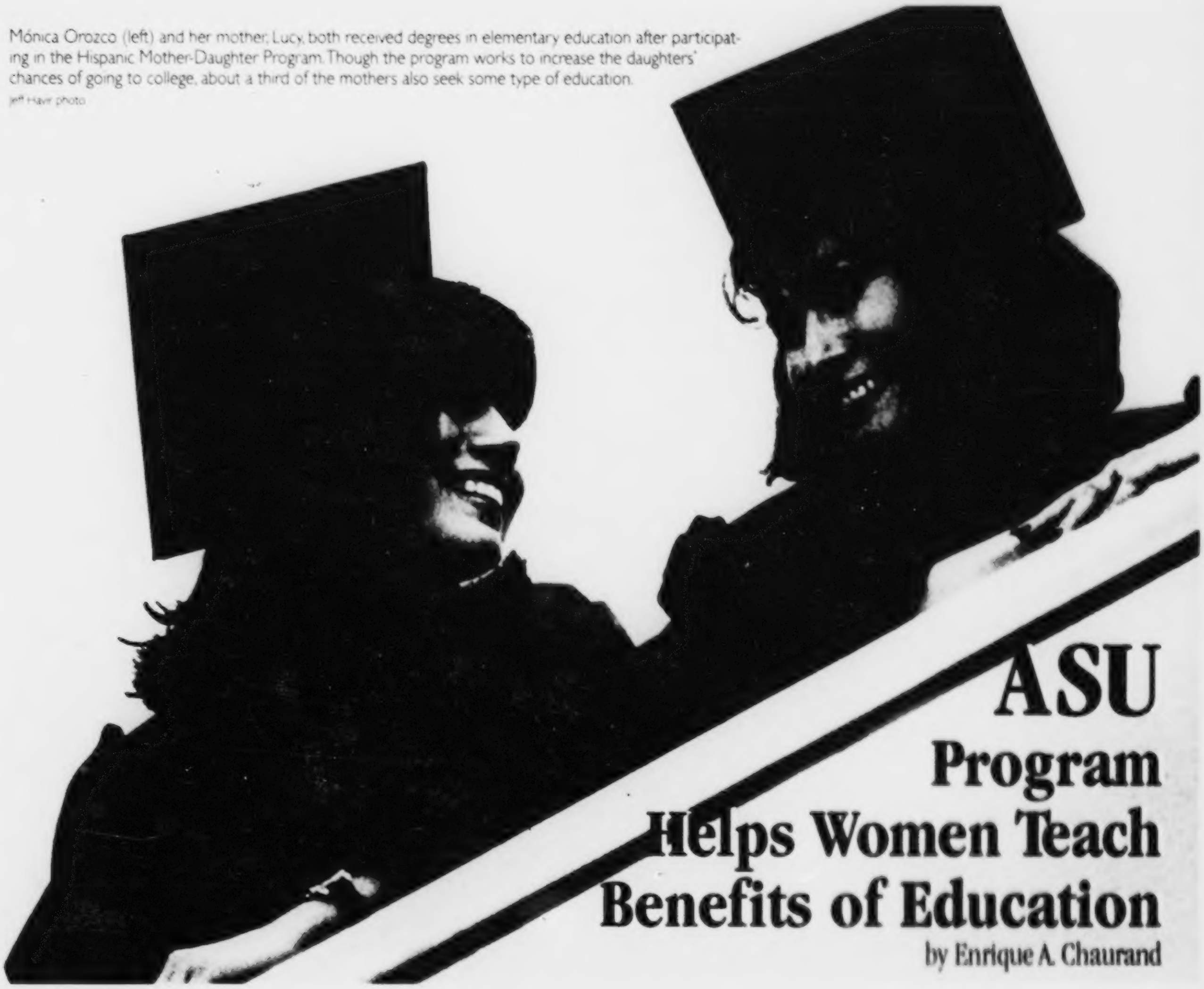
- **Stretch English**: for first-year students with low ACT or SAT scores; spreads the introductory composition course over two semesters instead of one. Pass rate for the 2,215 students who have taken Stretch English is 91 percent, compared to 85 percent for regular composition students. Moreover, the students go on to pass ENG 102 at a higher rate than that of other students.

A record 77.6 percent of minority first-year students from last year returned to ASU in the fall.

- **First Year Mathematics**: now is taught in smaller sections, with interactive teaching methods, mandatory attendance, and daily homework. Success rate in intermediate algebra soared from 43 percent in fall 1993 to 70 percent in fall 1996. About 4,000 students a year take first-year math; currently there are 81 sections, up from 35 sections in 1994.
- **The Learning Resource Center**: provided free tutoring to 984 students in 1996-97. In the first six weeks of the fall 1997 semester, tutors had already helped 670 students.
- **Summer Bridge**: brings at-risk students to campus for a four-week summer program of classes, tutoring, and academic support. Most are first-generation college students. Of the 52 students who completed the program this summer, all are enrolled at ASU full- time.

"All these initiatives are starting to have an impact," said Christine Wilkinson, vice president for student affairs. "We don't want just to bring students in; we really want to help them graduate once they get here. We're reaching our goals for enrollment, not just in numbers but in the type of students."

Special thanks to the news bureau staff at Arizona State University for their help in preparing this article.



Mónica Orozco (left) and her mother, Lucy, both received degrees in elementary education after participating in the Hispanic Mother-Daughter Program. Though the program works to increase the daughters' chances of going to college, about a third of the mothers also seek some type of education.

Jeff Havir photo

ASU Program Helps Women Teach Benefits of Education

by Enrique A. Chaurand

Lupe Barraza and Elizabeth Traslavina believe success comes through education. To that end, they work with the Hispanic Mother-Daughter Program at Arizona State University to show young women the opportunities higher education offers.

Traslavina is a wife, a mother, and a bailiff at Phoenix Municipal Court. She has been with the program for four years along with her daughter Erica, a junior at Carl Hayden High School in Phoenix.

Traslavina had attended Arizona State University, but never graduated.

"I went to ASU, but I never graduated because I was married and had kids," she said. "Now I'm taking classes at a satellite office of Mesa Community College, and next semester I plan to enroll back into ASU."

Barraza is also married with children. Along with her husband, Adrian, she operates Adrian and Sons Construction in Mesa.

Barraza has been involved with the program for five years along with her daughters Alma, a Westwood High School junior, and Gema, an eighth-grader at Carson Junior High School.

"I didn't go to college because my father believed that women didn't need an education," Barraza said. "I had to struggle to go to high school."

Barraza and Traslavina spend 15 to 20 hours a week meeting with the Mother's Support Group to plan fund-raisers and community service programs. The number of hours and meetings increases in the summer months when most of the fund-raisers take place.

"Lupe and I work hand in hand," said Traslavina. "I like being busy. I like being with the kids and getting involved in their lives. The long hours we put in are well worth it."

"I'm just overwhelmed and overjoyed this program came along. I want to make it as big a success as I can," Barraza said.

Both women said the program has brought them closer to their daughters.

"We have workshops and go on retreats together, which helps the relationship with our daughters," said Barraza.

"Most of the mothers who have daughters in the program never attended college. When the daughters see their mothers are involved, it motivates them and strengthens their relationship," Traslavina said.

Reprinted with permission from Tempe Daily News Tribune.

AHORA! Accelerated Program for Adults Only

Minority Students Make Biggest Gains

BY
INÉS ALICEA

Adults 25 to 54 years old have a high rate of entry into postsecondary education (89 percent) but a low college graduation rate (less than 10 percent of the adult population), according to the 1990 Census. Sistema Universitario Ana G. Méndez (The Ana G. Méndez University System–AGMUS) in Puerto Rico has launched a program to close that gap and retain and graduate more adults from college.

"Realizing that many thousands of adults in Puerto Rico have cut their higher education short in order to work in various sectors of our economy, we saw the need to develop an entirely new approach that would enable these experienced people to continue their education at an accelerated pace in order to achieve their bachelor's degree as quickly as possible," said AGMUS President José F. Méndez.

The program has proved to be a huge success. When AHORA was launched one year ago, 170 students enrolled. The number has grown to 400 for this fall.

Ismael Rodriguez-Tapia, facilitator

The new approach that AGMUS took resulted in the development of AHORA, an accelerated studies program geared specifically to meet the educational requirements of working adults. Launched in September 1996, the program was modeled after one at Regis University in Denver, Colo. Officials at Regis have helped AGMUS develop its program and are generating faculty exchanges with their Puerto Rican counterparts.

AHORA has its own specially trained faculty, provides financial aid for many of its students, allows students to order textbooks by phone, and offers pre-college mini-courses in the sciences and mathematics to attract and retain a diverse student population. It also does many things differently than do more traditional colleges to meet its objective of enabling working adults to finish their studies for a college degree in the shortest possible time.

"The students in the AHORA program participate in a unique educational process that is different from traditional teaching methods–[one] where the professional experience of the student is incorporated into the classes to create an atmosphere that is dynamic and interactive," says the brochure promoting the program. "The future of the adult is now (ahora). Now is the time."

The program has proved to be a huge success. When AHORA was launched one year ago, 170 students enrolled. The number has grown to 400 for this fall, said Luis Zayas-Seijo, who heads AHORA at AGMUS. Zayas-Seijo also is dean of the School for Professional Studies at one of AGMUS' three main campuses, the Colegio Universitario del Este in Carolina, P.R. The AHORA program is under the auspices of the Carolina campus, but AGMUS offers AHORA at its other two main campuses–the Universidad del Turabo and Universidad Metropolitana. Zayas-Seijo said the university system hopes to launch AHORA programs in its 10 extension campuses throughout the island as well.

Zayas-Seijo said students enroll in five- to eight-week-long mini-semesters, depending on the major and the course, and they can take up to two classes each session. Students attend classes year-round if they want to finish quickly. If their work or family commitments do not allow such a demanding pace, they can take mini-semester breaks and resume once it is more convenient. A student who wants to finish a bachelor's degree quickly can achieve one in two and a half years. The students graduate with a similar number of credits as those who graduate from a more traditional program. The difference is that the schedule of the accelerated program allows students to keep their full-time day jobs and meet their family commitments with limited disruption.

Students enroll in five- to eight-week-long mini- semesters, depending on the major and the course, and they can take up to two classes each session. A student who wants to finish a bachelor's degree quickly can achieve one in two and a half years.

"You cover the same content matter as you would in a traditional 16-week class, but you focus on the essentials in AHORA," said Angelita Escobar, director of secretarial studies in the department of office systems at the Colegio Universitario del Este.

Escobar said that since students generally must work in teams at their jobs, the focus in AHORA is to get students to participate actively in team projects and discussion. While more traditional 16-week sessions focus on content matter, AHORA's classes focus on analysis and application of the subject matter in daily life.

"You don't have time to get behind," Escobar said.

Classes meet once a week for four hours in the evenings or on Saturdays, and students must put in about 15 hours per week on home assignments. Class sizes are limited to about 20 students to encourage group projects and discussions. Since the sessions are short and intense, by the first class, students generally are required to have completed both a project that they must turn in to a class facilitator and a significant portion of their class readings.

"Some of the students complain about the amount of work they must accomplish at home, but we remind them that they can put in their time when it is convenient for them," said Zayas. "Many students are often overwhelmed by the pace the first two weeks, but they start to catch on. Once they've taken [an AHORA] course, they get past the anxiety over the pace."

Students can pursue bachelor's degrees in management, accounting, secretarial studies, elementary education, early childhood education, information systems, and marketing. Students must complete 120-130 hours to get a degree. Also, teachers can get their teacher certification through AHORA. Zayas-Seijo said the university system hopes to offer a master's degree in the future. For now, the university is focusing on expanding the undergraduate program throughout the island to meet the growing demand among adults for continuing their collegiate education.

To enroll in the program, a student must be a high school graduate, have three years of work experience, be at least 23 years old, and have completed 24 college credits. These requirements help ensure that students are serious about their studies and will likely succeed in their endeavors, he said.

"This program is for mature adults, no-nonsense students who come in with an attitude of 'let's get to work,'" said Zayas.

Once students decide to enroll, they go to one office where admissions, financial aid, counseling, and registration are handled. This approach saves the students a significant amount of time and hassle since they don't have to visit different offices and different university officials to get all of their vital paperwork completed.

"In one stop, you do it all," said Zayas. "Students don't have to go from one office to another."

Professors in the program must undergo an extensive evaluation by the rest of the AHORA faculty and be trained to be group facilitators. Since the AHORA students come in with significant work experience, it's not unusual that some are more knowledgeable in certain areas than the professors. So professors who want to teach AHORA classes must know their subject matter thoroughly, have significant teaching experience, and feel comfortable facilitating adult groups, said Escobar.

"People who are rigid can't work at this," said Escobar. "They must be flexible."

Ismael Rodríguez-Tapia, a professor of the history of Puerto Rico, was named national facilitator of the year by a consortium of 16 universities in the United States and Puerto Rico offering a similar format of accelerated studies for adults.

Rodríguez-Tapia said he enjoys teaching adults the most of all groups of students because it's easier to have discussions with them and easier to come to an agreement with them.

From left to right: María Socorro Díaz, executive assistant to the Chancellor; Luis Zayas-Seijo, dean, School for Professional Studies; and professor Ismael Rodríguez-Tapia, Facilitator of the Year.

COLEGIO UNIVERSITARIO DEL ESTE

–Estudios Acelerados para Adultos

AHORA

ESCUELA DE ESTUDIOS PROFESIONALES

> ***"Some of them come in scared because they haven't been to school in 10 years, but the secret to helping them overcome their fears is finding experiences in their lives that prove that they've been learning all along."***
>
> ISMAEL RODRÍGUEZ-TAPIA, AHORA PROFESSOR

"I'm much happier teaching adults," he said. "Some of them come in scared because they haven't been to school in 10 years, but the secret to helping them overcome their fears is finding experiences in their lives that prove that they've been learning all along."

Rodríguez-Tapia said his primary role as a teacher is to give the students the confidence they need to succeed. He will take on different roles–father, friend, actor–whatever it takes to help the students, he said. That attitude towards them has helped generate the program's success, he said.

"The students will bring other students to the program and tell them, 'they will treat you well here,'" he said.

"As far as I am concerned, the students and the professors are the same except for two to three years of study."

Word-of-mouth advertising has helped the program grow significantly, but the university attracts students in other ways as well. Greater emphasis is being given to direct-marketing strategies and academic interaction, such as student mentors and tutoring tips to help attract and retain student.

For more information on the AHORA program, fax to 787-752-0070 or write to Progama AHORA

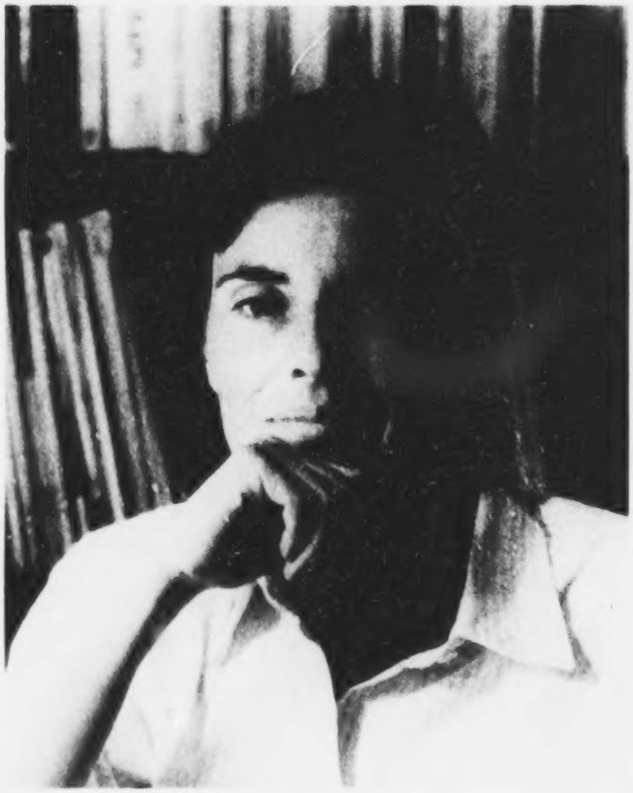
PO Box 2010
Carolina, P.R. 00984-9902

Hispanic Women, Academia, and Retention

BY ANGELA MCGLYNN

Most studies show that the way to achieve socioeconomic independence and socioeconomic mobility in the United States is through educational attainment. Statistically speaking, all groups benefit from higher education, but one cohort of the population stands to gain the most: minority women.

According to recent statistics of the U.S. Census Bureau, only 6.9 percent of Hispanic women have completed college. The completion rate of Black women is 10.2 percent, and that of white women, 17.6.



Angela McGlynn, professor, Mercer County (N.J.) Community College

Demographic trends imply that Hispanic students will be one of the largest minority populations in this country in the next century. Large numbers of Hispanic students, particularly women, do not now graduate from high school, and if they attend college, their persistence rates are much lower than those of their Black and white peers. About one in five Hispanic women leaves high school by age 17, a rate higher than the dropout rate for Hispanic males and also higher than that of any other group of females.

According to recent statistics of the U.S. Census Bureau, only 6.9 percent of Hispanic women have completed college. The completion rate of Black women is 10.2 percent, and that of white women, 17.6. (Educational attainment among this diverse "Hispanic" group varies according to nationality. Per the Census Bureau, immigrants from Cuba, Chile, and Argentina are more likely than those from Mexico to have at least a high school diploma.)

The diversity found among Hispanic women cautions us against broad generalizations, but when we compare the earnings of Hispanic women with those of white and Black women, we see that Hispanic women typically lag behind these two groups in earnings as well. Hispanic women are also disproportionately represented in jobs that are low-skill and low-wage.

According to the National Council of La Raza, a prominent advocacy group, Hispanic women are often found in the service industry where they are likely to work as domestics or child-care workers. This means that Hispanic women often have a triple "minority" status: first, they are women; second, they are members of an ethnic minority group; and, third, they are often members of the lowest socioeconomic status group.

Research has illustrated that the elements contributing to the underrepresentation of Hispanic women in higher education are multiple and interactive. I will focus on several of the significant factors found in the research to contribute to poor enrollment and completion rates for Hispanic women, and suggest ways that institutions and faculty might be able to improve these rates.

Hispanic women need encouragement and support from teachers and counselors in pursuing higher education

One factor that affects women in higher education and their lower persistence rates is sex role socialization. Past research demonstrated that women, in general, were less likely to persevere in college and to go to graduate school than were men even though women typically outperformed men academically in college. Research from the 1970s and 1980s also showed that women tended to have lower educational and career aspirations than did their male peers. More recent research is starting to show some progress for women in terms of educational and career aspirations.

If sex-role socialization is a factor that has hindered women in general, then it has an even stronger impact on Hispanic women, who are often the first generation in their families to go to college. Moreover, given the emphasis on the family in Hispanic culture, and the emphasis on the roles of wife and mother for Hispanic women, the attainment of a college education might be de-emphasized and even devalued.

Cardoza (1991) suggests that one possible solution to the underrepresentation of Hispanic women in college is to provide them with encouragement to engage in more college preparatory activities in grade school and in high school. Hispanic women need to be encouraged by parents, teachers, counselors, and school personnel to do long-range planning for college.

Cardoza's research found a strong relationship between sex-role status and college attendance and persistence among Hispanic women. Women who adhered to traditional sex roles (married with children) were not attending college or not persisting in college at the same rate as were the more nontraditional women. Hispanic women who choose to delay marriage and motherhood have a greater chance of attending college and receiving a degree. Clearly, Hispanic women need encouragement to delay marriage and motherhood. Given that a college degree in today's society is a prerequisite for socioeconomic independence and mobility, families and schools need to present educational and career alternatives to traditional sex-role values for women.

There is evidence that Hispanic women have received less positive reinforcement and encouragement from teachers and counselors to pursue higher education than have white female students. Any such lack of effort on the part of educators undoubtedly contributes to the tendency of Hispanic women to maintain traditional sex roles. If they do pursue the more traditional path, colleges need to provide child-care services and financial assistance and to aggressively mar-

> ***There are several strategies that colleges can employ to support the goal of retention and graduation for Hispanic females: 1) establish a mentoring program for Hispanic women; 2) bring successful, dynamic Hispanic women on campus to give college-wide lectures; 3) develop support groups and study groups for Hispanic women students.***

About one in five Hispanic women leaves high school by age 17, a rate higher than the dropout rate for Hispanic males and also higher than that of any other group of females.

ket these services to help Hispanic women persist in college.

In 1982, Vásquez found low socioeconomic status (SES) to be one of the primary barriers to higher education for Hispanic women. Socioeconomic factors obviously can influence college attendance and can be correlated with a number of academic attitudes and values. Findings indicate that students' level of academic performance is often correlated with the level of their parents' education, their parents' occupation, and their parents' income. Several studies, in addition to the Vásquez research, have shown that students from higher SES tend to obtain higher GPAs and to remain in college longer.

Vásquez also suggests that "culture shock" might be another factor that contributes to the low rates of Hispanic women attending and persisting in college. Women and minority students, in general, might feel isolated and alienated in a college community that is predominantly white. In two previous *Hispanic Outlook* articles (July 25, 1997, and August 22, 1997), I discussed the "chilly classroom climate" research. In those articles, I suggested tips for warming up the college climate so that **all** students would feel welcome in academia.

The most important predictor of college attendance and persistence for Hispanic women is educational aspiration. This was noted in the Cardoza research and in several previous studies exploring college completion rates among Hispanics and other groups as well.

Student aspirations, level of self-esteem and motivation, having a role model, and students' perceptions of what significant others aspire for them are all factors that have been shown to affect college attendance and persistence in general. Clearly, these factors were all found to be significant in the Cardoza study on Hispanic women.

The most important aspect of these findings for teachers and counselors is to understand that educational environment can influence the outcome for minority women. Hispanic females, from grade school on, need to be encouraged and supported to pursue academic goals. They need to be reinforced for their academic achievements. They need to be given Hispanic women role models and mentors to emulate.

To this end, there are several strategies that colleges can employ to support the goal of retention and graduation for Hispanic females. First, institutions can try establishing a mentoring program for Hispanic women; second, efforts must be made to bring successful, dynamic Hispanic women to campus to give college-wide lectures; and third, institutions can encourage the development of support groups and study groups for Hispanic women students.

Teachers in the K-through-12 sector, and faculty in college, need to be sensitive to the barriers that have dissuaded and discouraged Hispanic women's efforts to achieve. At the college level, faculty can incorporate Hispanic women's writings into literature courses. The literature of Demetria Martínez and other contemporary Hispanic authors and poets offers moving accounts of their experiences in adapting to American culture.

There are other ways in which Hispanic achievements and perspectives can infuse the curricula. At many institutions, a college-wide committee that deals with multiculturalism is already in place. Committee discussions can deal with transforming the curriculum to become more inclusive. Additionally, retention issues relating to minority students can be considered, possibly resulting in an action plan designed to increase enrollment and retention.

The educational community needs to take a proactive stance toward Hispanic female achievement to prevent the status quo of barriers and hindrances from continuing to keep a growing segment of our American population from reaching its full potential.

There is evidence that Hispanic women have received less positive reinforcement and encouragement from teachers and counselors to pursue higher education than have white female students.

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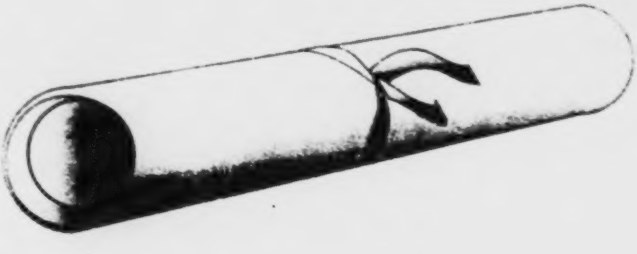
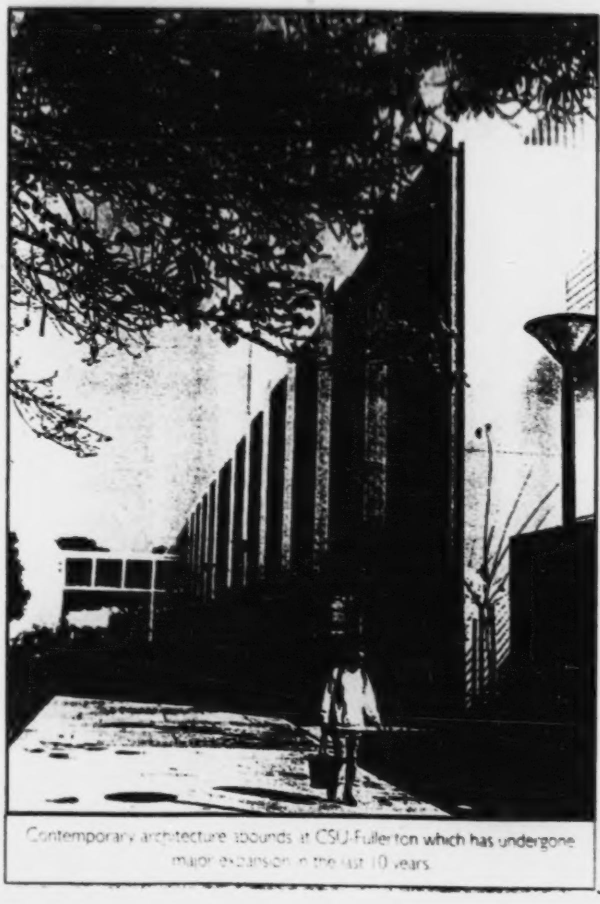
The Honor Roll



California State University-Fullerton

Thriving on Diversity

BY ROGER DEITZ



Contemporary architecture abounds at CSU-Fullerton which has undergone major expansion in the last 10 years.

In THE 40 YEARS SINCE ITS FOUNDING, CALIFORNIA STATE UNIVERSITY-FULLERTON HAS GROWN FROM A SMALL COLLEGE NESTLED AMONG THE SCENIC ORANGE GROVES INTO A MAJOR UNIVERSITY. Located in Orange County, it is situated in a technologically rich area of metropolitan Los Angeles, a quiet, urban community known for its lush parks and popular cultural centers. Shaped by the diverse population of the area (40 percent of the inhabitants of neighboring Los Angeles are of Hispanic origin, 14 percent are African-American, and 10 percent Asian or Pacific Islander), the school developed a keen appreciation of diversity, growing to become a comprehensive, regional university with a global outlook. Today, Cal State-Fullerton joins the *Hispanic Outlook* Honor Roll for fostering an environment where diversity flourishes.

The university's dynamic growth mirrors the nearly unprecedented boom in Orange County development. Of California's 58 counties, Orange ranks 48th in size but third in population, with 2.4 million people. And the Los Angeles area has one of the highest concentrations of Hispanics of any metropolitan area in the United States.

Fullerton is a city of 123,000 located 30 miles southeast of central Los Angeles, within easy freeway access of all the attractions of the region. The extensive influence of the Spanish and Mexican historical periods contributes beautiful architecture and charming customs. The Mission San Juan Capistrano is one example. Disneyland, Knott's Berry Farm, the Laguna Festival of Arts and Pageant of the Masters, the Anaheim Stadium and Convention Center, and the Orange County Performing Arts Center are attractions that make tourism an important Orange County activity.

Founded in 1957, Cal State-Fullerton was the 12th state college in California authorized by the legislature. The school opened its doors two years later as Orange County State College in buildings leased from Fullerton Union and Sunny Hills High Schools. The next year, the school moved to 12 temporary buildings on its own site and by 1963 had its first permanent building, a six-story structure now known as McCarthy Hall. A

President Milton A. Gordon, California State University, Fullerton

few name and legislative changes later, the attractively landscaped 225-acre main campus, once part of a vast orange grove, now accommodates an enrollment of 24,000.

The campus consists of 19 permanent buildings or building clusters. The newest are the four-story addition to the library, University Library North, opened in the fall of 1996, and the two-story Science Laboratory Center and five-story University Hall, both completed in 1993. Other major campus structures are Titan Student Union–which includes a 1,200-seat events pavilion, small theater, food court, pub, bowling alley, and conference rooms–and the Cobb Residence Halls, an on-campus apartment complex for nearly 396 students. Plans are complete for a major addition to the Physical Education Building and in the works for a 1,200-seat performing arts auditorium.

The Fullerton Arboretum on the main campus is open to the public, as is Heritage House, an 1849 structure that serves as a historical museum. The Tucker Wildlife Sanctuary, located in the Santa Ana Mountains, is operated by the CSUF Foundation. In addition to the main campus, there is a Mission Viejo campus offering upper-division and graduate-level courses, more convenient to students residing or working in southern Orange County.

The Titan Sports Complex, opened in 1992, includes the 10,000-seat Titan Stadium, a 1,520-seat basketball field, two softball fields, and 12 tennis courts. Through a partnership involving the Marriott Corporation, the city of Fullerton, and the university, the complex was built with revenues from a full-sized Marriott hotel erected on a corner of the campus in 1987.

Honor Roll Facts in Brief

INSTITUTION:
California State University-Fullerton

LOCATION:
Fullerton, Calif. 92834
(714) 278-2011

ESTABLISHED:
1957

ENROLLMENT:
24,936

DEGREE OFFERINGS:
Bachelor's
Master's

ANNUAL TUITION & FEES:
$1,937 per year/in-state fees

NUMBER OF FACULTY:
Full-time: 680
Part-time: 700

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Master of Arts in teaching science
Bachelor of Fine Arts - entertainment art/animation
Bachelor of Arts - international business
Communications
Health professions

INTERNET (Website) ADDRESS:
http://www.fullerton.edu

Speaking of Titans, it is interesting to note that the college mascot, an elephant, was born after faculty advisors–tired of explaining rules on a case-by-case basis–pulled together a form that campus groups could use when organizing, thus creating a hypothetical example–the Elephant Racing Club. Intrigued, several students got permission to create such an organization and, certain that no one would accept the challenge, invited nearly 100 schools to enter an elephant race. When there were several takers, 15 pachyderms were rented for about $300 each from Southern California wild animal farms. On May 11, 1962, 10,000 spectators at "Dumbo Downs" (now Parking Lot B) watched Harvard win the sweepstakes award aboard Sonita, a speedy, peanut-loving mount.

Of the 24,936 students enrolled at CSUF in the fall of 1997, 22 percent were Hispanic, 26 percent Asian, and 3 percent African-American. International students representing 77 nations numbered 1,086 in the 1996 class, which also included 4,600 Hispanics. More than 120,000 degrees have been awarded since the school opened its doors. Ninety-eight degree programs are offered, 46 of them at the graduate level. According to a university spokesperson, the university ranks 13th in the total number of degrees conferred on Hispanics, and third in the country in the number of communications degrees, 10th for business degrees, and 13th in the number of education degrees earned by Hispanics. Last year the university was honored by the American Association of Colleges for Teacher Education with its Best Practice Award "to recognize exceptional work in support of Diversity in Teacher Education."

Recently honored by the Orange County Hispanic Chamber of Commerce with the 1997 Noche de Estrellas Education Award, University President Milton A. Gordon leads the school's effort to promote excellence through diversity.

Last November the CSUF campus co-hosted the 9th Annual Walk in My Shoes high school student symposium, led by the Orange County Human Relations Council to encourage "greater understanding of the challenges, value systems, and future of Orange County's increasingly diverse culture."

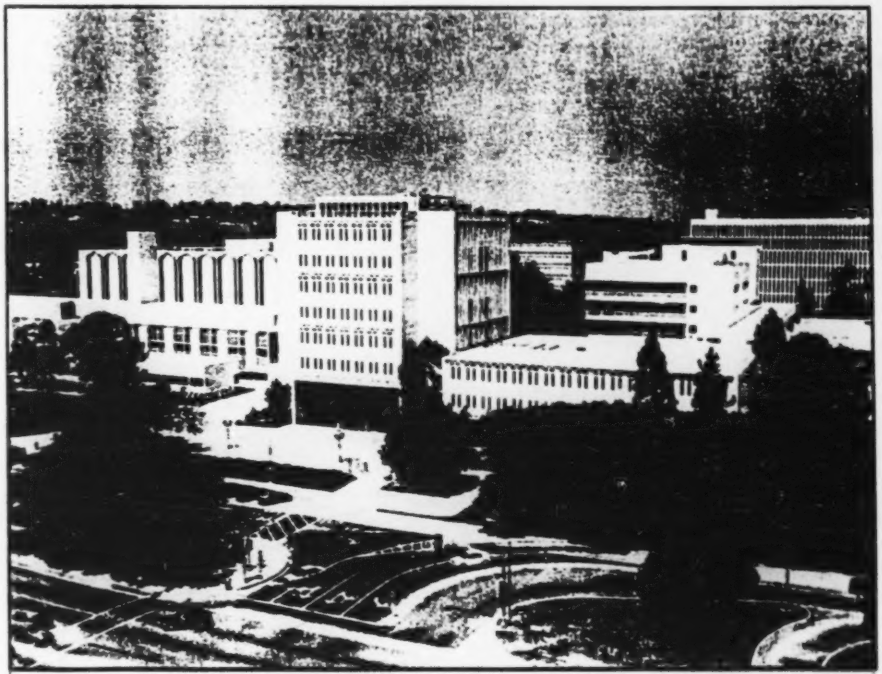
With support from the Bank of America, the event brought together teams of diverse students, administrators, and teachers from all over Orange County. Together they examined issues of cultural awareness and explored solutions to problems of hatred and violence. In his welcoming remarks, President Gordon said, "We are a university that capitalizes on the uniqueness of our region, with its economic and cultural strengths, its rich ethnic diversity, and its proximity to Latin America and the Pacific Rim.

"California is a snapshot of the nation in many terms," he continued. "Given our state's highly diverse population, and being the most populous of the states, Californians are often viewed as being in the forefront of political, economic, and social issues. Now more than ever, the need for cultural awareness, understanding, and cooperation is of great importance–to us as fellow Californians and to the nation..."

Dr. Silas H. Abrego, director of student academic services and university outreach, the highest-ranking Hispanic administrator on campus, was recently named 1997 Educator of the Year by the Orange County Hispanic Bar Association.

"Cal State-Fullerton has demonstrated that it is committed to the educational success of its Hispanic population," says Abrego. "We are home to one of the largest concentrations of Hispanics in any metropolitan area in the United States. Realizing the potential for creating a better life for themselves, Hispanics have moved here in huge numbers. The university has benefitted from this migration by nearly tripling its population of Hispanic students over the past 20 years. By 2001, Cal State-Fullerton expects that one-third of its full-time first-year-students class will be Hispanic. With such a large concentration of Hispanics on campus, the imperative to provide them with the best education available is compelling."

This year, in order to explore issues of culture, ethnicity, and gender and to promote a global perspective, as stated in the university's mission and goals, Cal State-Fullerton is conducting a special year-long cultural celebration known as "Many Voices–One Song." Throughout the year, the school will be celebrating diversity and providing forums through which, it is hoped, a better understanding of intercultural issues will arise.



Cal State-Fullerton includes a modern campus of [illegible] building clusters

Empowering the Disabled

Rising Enrollment Spurs Change

BY JEFF SIMMONS

It's the first snow of the season, and in a high-rise building in the heart of Manhattan, a group of students is belting out "Rudolph the Red Nose Reindeer." Bundled-up students trudge through the hallways to class at Hunter College, tilting their heads and trying to trace the origin of the Christmas song.

Inside a nondescript room jus a short distance away, the student stop for a moment to sip warn apple cider, the din of conversatio escalating each moment. This is no a typical gathering of officemate nor of members of an extracurricular club.

Rather, it's a jubilant gatherin of a particular group of student who have joined voices becaus they have so much in common They are disabled–ranging fron those with mild learning disabilitie to the blind and severely handicapped–and are a growing numbe on the concrete campus.

Their rising numbers already hav had a lasting impact on the school: th place where they have gathered is two-room Access Center, the first of it kind on any campus within the Cit University of New York, or CUNY, system located throughout New Yor City's five boroughs.

The center–basically adjoinin rooms composed of rows of computer bays, devices to assist th blind and hearing impaired, comfortable seats, and inspirationa posters–has become a welcom respite for the disabled, a plac where they can come in from wha they have viewed as a cold collegiate world.

It's a population that is growin not just in numbers across the cit and nation but in strength as i members advocate for equal acce and treatment.

"We talk about things that happen in our lives," Angica Weave explains, stepping out into the hal between holiday songs in the Acce

"The first thing they're [disabled students] looking for is some place to feel empowered, not to feel different."

NELLY MELENDEZ,
COORDINATOR,
ACCESS CENTER AT
HUNTER COLLEGE

Center. A psychology and sociology major, she suffers from Attention Deficit Disorder. "I come in and out a lot, especially in the disabled counselor's office."

This, she adds, has given her a more positive attitude about college, which to many disabled has seemed not only a daunting pursuit but an impossibility.

It's difficult to get a grasp on hard numbers of disabled students across the nation. A representative for the federal Department of Education said complete statistics have not been prepared since the late 1980s, so they would not give a full picture of the current scenario.

Their numbers are nevertheless minuscule when compared to the non-disabled population on campus, particularly when it comes to Hispanic and African-American disabled students.

The 1993 issue of the *Digest of Education Statistics*, published by the National Center for Education Statistics, reported that in 1986, there were 1,319,229 disabled students, or 10.5 percent of the full postsecondary population in the United States. The largest numbers who enrolled were the visually impaired, with 514,681 during that year. At that time, the *Digest* reported, most of the disabled students were female and white.

Education experts say that the numbers command attention because even as they have seen more disabled students enroll in college–at Hunter, for instance, there has been an explosion in the ranks of visually impaired students–many institutions have been slow to recognize the trend. Even when they have, institutions have reached out to assist and retain disabled students as one group but have not targeted segments of the disabled population, such as the Latino disabled.

Experts also said that while colleges have actively recruited minority students to increase racial/ethnic diversity on campus during the 1990s, they have not placed a similar emphasis on recruiting disabled. Instead, they have limited their efforts to compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990 that mandated equal access to education for the disabled by making campuses barrier-free. Others have gone farther and focused on retention, assisting students once they were on school grounds.

Across the nation, there are a few schools, such as the University of Illinois in Urbana, recognized for establishing greater opportunities for disabled students even before the government became involved. UIU was the first campus in the nation to become accessible.

"It's been slow moving, and it's been a long, hard fight for people with disabilities to demonstrate to people that they can do the work that's expected of them, that they can really be full participants in society and fully participating members of their professions," says Linda Hickson, professor of education and the director of the Center for Outcomes and Opportunities for People with Disabilities at Teachers College, Columbia University, in Manhattan.

"In teaching, sometimes people have been reluctant to believe that people with disabilities can fulfill the role of teachers," she says. Interestingly, the *Digest* reported that more than a quarter of disabled students in graduate programs in the nation pursue degrees in education.

Teachers College, Hickson says, has placed more emphasis on assisting disabled students in the last few years. "I think the ADA has spurred on some of the colleges that might not have jumped onto it voluntarily," she says of a growing awareness of the need to provide more opportunities and programs for the disabled.

"Some colleges have developed programs that really target students with disabilities, and those colleges actively recruit and try to find supports for students who do find their way there," she says, noting that financial constraints can pose obstacles. "The colleges are struggling to balance their budgets and still make some of the architectural modifications that need to be made to make buildings fully accessible."

Even as campuses undertake structural changes, they are initiating programs–much like the Access Center at Hunter–to assist the disabled so that they do not lose hope and drop out.

Across the nation, there are a few schools, such as the University of Illinois in Urbana, recognized for establishing greater opportunities for disabled students even before the government became involved. It was the first campus in the nation to become accessible, and it now has a Division of Rehabilitation Education Services that supports academic research and service programs for students with disabilities.

Foothill College in California has started a two-year Transition to Work Program for students with disabilities. The campus provides individual tutoring, counseling, early registration, and extended test-taking times.

"That campus has been very friendly to disabled students for 30 years," notes Phyllis Rubenfeld, a Hunter professor who suffered from polio and is confined to a motor scooter. Often, she adds, either lawsuits by staff and students, or feverish lobbying by disabled student groups, and not goodwill gestures by administrators are the driving force behind reforms.

Rubenfeld recently held a Disabilities Studies Colloquium called "Emerging Perspectives through the Curriculum," in which she drew together national figures on Disability Studies to "break through the negative stereotypes that the academic community has about people with disabilities."

At Hunter, though, the director of the Office for Students with Disabilities notes that changes have been largely motivated by rising enrollment by the disabled at CUNY campuses. The Professional Staff Congress at CUNY reports that the number of students with disabilities has tripled in the past decade. In 1994, there were approximately 7,400 disabled students.

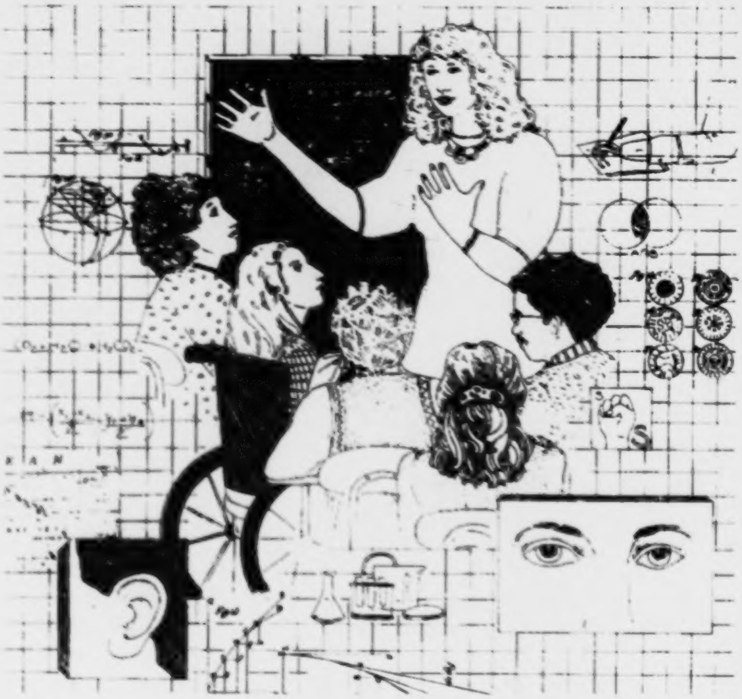
That is why CUNY campuses like the College of Staten Island have started the Resource Center for the Deaf and Hard of Hearing, and Hostos Community College, which provides bilingual education in English and Spanish, has purchased Braille writers, large print typewriters, and talking tape recorders and calculators.

Hunter has 19,000 students, about a quarter of whom are Hispanic. Over the last year, an estimated 900 disabled students have visited the Access Center, more than a quarter of them suffering from learning disabilities. That number represents only those who have sought assistance, and on its own represents less than 5 percent of Hunter's enrollment.

But director Sandra LaPorta says that the center has seen 272 new arrivals this year, a reflection of more disabled students in the student ranks and their reaching out for help. LaPorta does not track the ethnicity of disabled students, instead categorizing by disability: 153 suffered from disabilities restricting mobility, 61 had visual impairments, and 50 were deaf or hard of hearing.

The college's efforts mirror what many disabled students can now find across the country: coordinators to oversee services for the disabled, preadmission counseling, priority registration, tutors, counselors, interpreters, note-takers and exam proctors. In December, Hunter held an early registration day for hard of hearing students.

Many of those same students could be found on that wintry day in the Access Center. Even as the holiday celebration continued in one room, hard work continued in the adjoining room. Students leafed through a dictionary in large print and used a text magnifier and a voice synthesizer. A row of students busily typed on computers, larger-than-usual text spilling across the monitor.



"For students, it gives them a place they can go where they can get assistance they can't get anyplace else,"

LaPorta says of the center, which opened its doors in 1988 after a successful student-led referendum added a $1 fee onto tuition to garner funds. "A lot of students are very grateful and are surprised by the things here, but they have to come and ask."

She added that colleges "have to get the support of the administration and the administration must say yes. This is important; we must follow the law."

Nelly Melendez, coordinator of the Access Center, watched over the students. "The first thing they're looking for is some place to feel empowered, not to feel different," she says, lamenting that often disabled students have dropped out because of scant supports on campuses.

"Some colleges have developed programs that really target students with disabilities, and those colleges actively recruit and try to find supports for students who do find their way there."

LINDA HICKSON, PROFESSOR OF EDUCATION AND THE DIRECTOR OF THE CENTER FOR OUTCOMES AND OPPORTUNITIES FOR PEOPLE WITH DISABILITIES, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Louise Katz, who has dyslexia, said that the devices being provided are "fabulous" and that as a writer, she needed more than just equipment–she needed guidance. "It makes such a difference," she says.

But Rubenfeld says that more must be done; colleges and universities, she says, must reach out to the disabled by duplicating efforts that have been made toward boosting minority enrollment. Rubenfeld questions why campuses started Black Studies and Latino Studies departments but not Disability Studies.

She is now lobbying to start a Disability Studies Department at Hunter, the first of its kind in the state, but she admits to both financial and institutional roadblocks.

"At Hunter, and across the nation, there are departments for various interest groups–women, gays and lesbians, Latinos, Latinas–but the group that exists for disabled students is not that kind of cultural studies group," she says. "It's based more on what their needs are; it's a medical model group because it was not established by disabled people.

"So students fit into a framework that has already been established by people who don't understand their culture. And is it a disabled-friendly department? Obviously not."

Rubenfeld adds, "Presidents of universities need to be asked why there is no disability studies department when disability studies would be helpful not only to disabled students–especially when you have over 50 million disabled people in the country–but to the non-disabled so they can learn about the culture of a significant group different from themselves."

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Cal State L.A. Alums Return as Superstars

50th Anniversary Highlights Hispanic Talent

CALIFORNIA STATE UNIVERSITY LOS ANGELES IS WELCOMING BACK SEVERAL OF ITS ALUMS AS PERFORMERS AND DIRECTORS AT ITS SPECTACULAR LUCKMAN FINE ARTS COMPLEX.

One is mezzo-soprano Suzanna Guzmán, who appeared there in December, singing *Nueve Cantos Antillanos* (Nine Songs of the Antilles), which were performed earlier by Guzmán at Carnegie Hall with the American Chamber Orchestra.

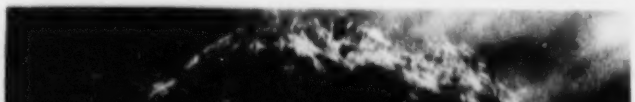
Guzmán's rise to fame in the insular haute monde of grand opera is even more remarkable given that this Mexican American diva was born, raised, and educated in the East L.A. barrio of El Sereno.

Since making her debut with the Metropolitan Opera in 1989, Guzmán has become "one of the hottest young stars to hit the classical stage in years," according to reviewers. She's been called a cross between Chita Rivera, Marilyn Horne, and Murphy Brown. *Le Monde* described her voice as having the texture of "dark silk moireé curtains." *The New York Times* called it "glorious," her singing, per *Musical America*, is "warm, fluid, sensual," and her stage presence, described by the *L. A. Times* as "riveting" and by the *Albuquerque Journal* as "lithe and wild," earned her a Best Actress nomination at the prestigious Helen Hayes awards in the nation's capital.

Guzmán's rise to fame in the insular haute monde of grand opera is even more remarkable given that this Mexican American diva was born, raised, and educated in the East L.A. barrio of El Sereno.

"Growing up, my role models were Eydie Gorme and Trío Los Panchos," she says. "You don't hear much classical music in the barrio." Her community outreach work puts her in touch with elementary and high school students, and her message is the same for both. "Lift your spirit. Whether it's jazz, art, dance, or even opera, dare to open your spirit and you can change your world.

"Opera and the creative arts aren't for everyone, but they aren't for the elite few either. If a home girl from El Sereno can end up on stage with Plácido Domingo performing for the Queen of Spain, there's nothing you can't achieve," says Guzmán.



Cal State L.A. alumna Suzanna Guzmán

On top of a full performing schedule, Guzmán makes parenting her toddler son, Conor, a priority. "As a parent, I believe our greatest ally against apathy and environment is creativity. We nurture it in our children by exposing them to the arts. Once touched, a child's spirit can soar beyond any limitations." She acknowledges that being a single mother who travels internationally can be a challenge, but "being from a large Latino family has its advantages. There's never a shortage of nannies."

Guzmán was recently featured in the HBO film adaptation of the Off-Broadway hit *Twilight of the Golds*, starring Faye Dunaway, and starred in Daniel Catán's world premiere of *Florencia en el Amazonas* with Houston Grand Opera, Seattle Opera, and Los Angeles Music Center Opera.

She is the first recipient of the Plácido Domingo Award for Outstanding Achievement, presented this year by an opera support group, Hispanics for L. A. Opera. In granting her the award, HFLAO president Alicia García Clark said, "Choosing Suzanna is probably the easiest decision we've ever had to make and definitely the only unanimous one. She embodies all of the qualities that our organization has striven to encourage in young artists since its inception. Dedication, commitment to the community, and, of course, talent. **Major** talent."

Guzmán's talents were showcased when Emmy-winning composers Lee Holdridge and Richard Sparks wrote an opera especially for her–*Journey to Cordoba*. She has also gained notoriety as co-host of *L.A. Opera Notes* every Sunday on KKGO Radio.

Her performance at the Luckman is part of the Cal State L. A. 50th Anniversary Series, which features as well the world premiere of *Sí Se Puede/It Can Be Done*, a work inspired by the speeches of César Chávez, choreographed by Cal State L.A. alum Gema Sandoval and Loretta Livingston, another well-known L.A. choreographer, and to be performed by Sandoval's company, Danza Floricanto/USA, in late February and early March.

Sandoval says that it was while a student at Cal State L. A. that she was first touched by Chávez's example and that it was because of him that she decided to become a teacher in East Los Angeles and later founded her company, the oldest professional folkloric dance company in L.A.

"His life's work not only empowered the farm workers but also influenced many of us," she says.

The production *Sí Se Puede* is set to an original score by Argentine composer Carlos "Caíto" Díaz.

Sandoval says her creative inspiration comes partly from her Mexican heritage and her immigrant experiences in Los Angeles. Her work, *Epopeya Mestiza (Mestizo Epic)*, which won the Lester Horton Dance Award for Best Staging of Traditional Dance, is said to reflect "the bold and powerful expressions of the Mexican people over five centuries." Other works she has choreographed include *América Tropical*, which traces the Caribbean roots of the dance known as the danzón; a suite based on the dances and music of Early California (1822-1870); and *Huapangos*, her first work to a symphonic score. *Boleros-Recuerdos de Una Morena (Memories of a Dark Girl)*, based on her own life, premiered in L.A. last year.

Sandoval, a native of Mexico who grew up in Los Angeles, is active in all aspects of the cultural community. She has lectured on multiculturalism at the University of Birmingham in England and appeared as keynote speaker for statewide cultural conferences in New Mexico and Pennsylvania, as well as serving on panels for the California Arts Council, the Western States Arts Foundation, and the National Endowment for the Arts.

Sandoval has taught workshops in folkloric dance at Loyola Marymount University and in Taiwan and Hong Kong, and last summer taught at Gallaudet College in Washington, D.C.

Recipient of many awards and honors, she earned a bachelor's degree in English from Cal State L. A. and an master's degree in educational administration from Pepperdine University. She was active with Plaza de la Raza Cultural Arts Center for 14 years, including eight on its board and six as executive director. For 17 years, she held teaching and administrative positions in the Los Angeles Unified School District, responsible for the development, design, and implementation of bilingual programs.

Guzmán and Sandoval join an impressive list Hispanic performing artists and groups that have appeared as part of Luckman's 50th Anniversary season. Recent performances included Joey Altruda and his Mambo Noir orchestra, appearing with the Los Angeles Chamber Ballet; Ballet Folklórico del Pacífico; Fiesta in Mexico; and Latin Jazz Christmas with Bobby Rodríguez. Others still to come are Ballet Hispánico, performing the West Coast debut of *Idol Obsession*, the story of Tejano superstar Selena, slated for March 21; and the José Limón Dance Company in mid-May.

The Luckman Fine Arts Complex, now in is fourth year, was designed by the architectural firm responsible for such landmark structures as Madison Square Garden and the Los Angeles International Airport.

Designed to seat 1,175 patrons, the auditorium can be converted into a 500- or 700-seat house as well. Two spacious rehearsal halls, a subdividable 7,000-square-foot exhibition hall that is the Luckman Gallery, an outdoor amphitheater, and a "Street of the Arts" complete the complex, which is located on campus and named for renowned architect Charles Luckman, whose firm designed it, and his wife Harriet. **HO**

Recognized as the foremost dance interpreter of Hispanic culture in the United States, Ballet Hispánico presents the West Coast debut of *Idol Obesssion* (pictured)–a chronicle of the life of Tejano superstar Selena–as part of its repertory. [illegible]

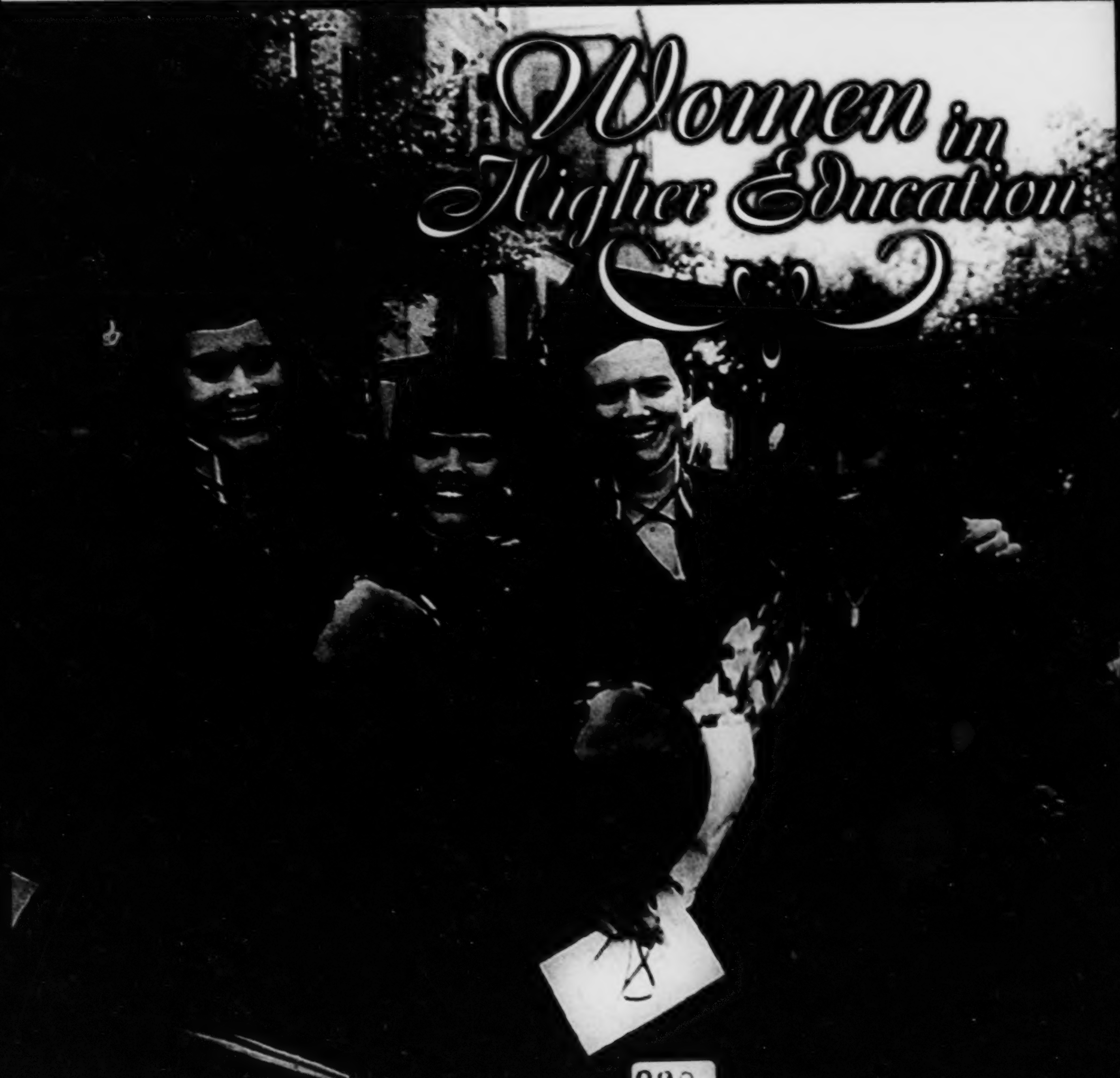
> ***"Lift your spirit. Whether it's jazz, art, dance, or even opera, dare to open your spirit and you can change your world."***
>
> **SUZANNA GUZMÁN, MEZZO SOPRANO**

Latina Feminism Diversity at CLU Interview with Latina Administrators Texas Woman's University

FEBRUARY 27, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 13

THE HISPANIC Outlook IN HIGHER EDUCATION

WOMEN'S COLLEGE COALITION



Women in Higher Education

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1998 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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WC
WOMEN'S
COLLEGE
COALITION

Rosters of highly accomplished and successful women include a great many graduates of all-women's institutions. The Women's College Coalition is making sure the word gets around.

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Cover Photo: Courtesy of Women's College Coalition

A CAPITOL VIEW

Do Father's Make a Difference?

BY GUSTAVO A. MELLANDER

According to a new national study, they most certainly do! Children do better in school when their fathers are involved in their schools. This is true whether their fathers live with them or not. Or whether the mothers are also involved or not.

The study emphasizes that fathers can be a positive force in their children's education. When they do get involved, their children are more likely to earn mostly A's. But the study also shows that fathers in two-parent families frequently leave those role-modeling tasks to the mothers. They are less likely than mothers to be very involved in their children's educational progress or in their schools.

In two-parent families, the report indicates, the proportion of children with highly involved fathers is about half the proportion of those with highly involved mothers (27 percent and 56 percent respectively).

Overall, children in two-parent families where the father is highly involved get better grades, enjoy school more, and are less likely to fail a grade, compared with those in which only mothers are highly involved.

Vice President Al Gore was impressed with the findings and commented, "This study provides hard evidence about the powerful and positive influence that parents can have as full and equal partners when they make the commitment to help their children get a good education. Fathers matter a great deal when it comes to helping their children succeed in school, and this study should encourage millions of American fathers to step up to the plate and make a difference."

The findings come from the report *Fathers' Involvement in Their Children's Schools* produced by The National Center for Education Statistics. The center surveyed the parents of 16,910 youngsters, kindergartners through 12th graders. The study controlled for other factors that have been associated with a child's school success, such as race and ethnicity, parents' education, and family income.

Parents in the study were asked which adult in the household had participated in four types of school activities since the beginning of the school year: attending a general school meeting, attending a regularly scheduled parent-teacher conference, attending a school or class event, and volunteering at the school.

According to the report, mothers and fathers are more likely to be highly involved if the schools welcome parents and make it easy for them to participate. Parental involvement is also higher if classroom and school discipline are maintained and if teachers and students respect one another.

"Highly involved fathers and mothers almost double the odds of good things happening in their children's education," said Education Secretary Richard Riley. "This is why I urge America's schools to redouble their current efforts to reach out to mothers and fathers."

The study shows that fathers of more than half of the K-12 children participate at their children's school at a moderate (two activities per year) or high (three or more activities per year) level.

Specifically, the study reports that:

- Children who live in two-parent families are more likely to get mostly A's, regardless of the level of the mothers' involvement. Children who live in single-parent families headed by fathers are twice as likely to get mostly A's if their fathers are highly involved at school than are those whose fathers have little (none or only one school activity) involvement.
- While only 31 percent of noncustodial fathers participate in any school activity, when they are involved, they make a difference, particularly for children in grades six and above. Their children are much more likely to get A's, enjoy school, and participate in extracurricular activities, and are less likely to repeat a grade.
- In single-parent families, children living with single fathers or single mothers are about equally likely to have highly involved parents, 46 percent and 49 percent respectively. When fathers have primary responsibility for raising their children, they are almost as involved in school activities as mothers in either two- or single-parent families. And the involvement of single parents–both mothers and fathers–is similar to that of mothers in two-parent families.

Families with high parental involvement in their children's schools are more likely to visit a library, museum, or historical site with their children and are more likely to have high educational expectations for their children.

The survey is one of the first bodies of research that looks at the individual contributions of mothers and fathers in their children's education. Fathers have in the past been overlooked in research, but in 1995, President Clinton asked all executive departments to include fathers in their programs, policies, and research, where possible.

"This study tells me that if American dads got as involved as America's moms in their children's education, American children would be studying harder and getting a lot more A's," said Secretary Riley. "Dads make a powerful difference in defining expectations and challenging children to do their best."

Dr. Mellander is a professor at George Mason University.

Latina Feminism: Embracing Past and Future

BY MICHELLE ADAM

> *"The last two decades have brought about significant changes in the status and social roles of Spanish American women, the result of both historical developments and of a growing acceptance among women of the need to question their gender roles and to accept the challenges posed by contemporary feminism. The inauguration of the Decade on Women in Mexico City in 1975 forced women of the so-called Third World to reexamine the meaning of feminism as it was then debated by North American and Northern European women and to develop a 'position' that would reflect what they perceived to be their distinct cultural traditions and socioeconomic situation."*
>
> *Feminism in the Academy*
> Donna C. Stanton and Abigail J. Stewart, Eds.
> Ann Arbor: University of Michigan Press, 1995

When asked what it meant to be a Chicana feminist, Theresa Martínez said it was about being able to embrace all parts of her culture and feminism–from making tortillas and being a mother to being a professor.

Theresa Martínez

To be a woman, specifically a Latina, is to include not merely gender but also race and class as part of self-identification. The emergence of feminism, and specifically women's studies in academia in the '60s, began a progressive movement towards women's inclusion in the making and the telling of history. This history incorporates a greater presence of women's voices in academic research as well as in positions of power.

However, not until the past decades have Latinas and women of color begun to be incorporated as an integral part of contemporary feminism. It has become important for feminists, as well as those teaching subjects across the disciplines, finally to see and hear women of color from a perspective beyond their "otherness."

Latina feminists, among them Cherrie Moraga and Sandra Cisneros and Norma Alarcón, have forced traditional "white" feminists to include alternative viewpoints of women living within their borders.

The Hispanic Outlook would like to honor and recognize those women who have committed to furthering Latina study in academia. We interviewed six Latina professors whose strong commitment is to teach and research the complex and rich reality of Latinas. We randomly selected the six from several dozen Latina advocates, who, given their small numbers, nearly all knew of one another's names and work.

Theresa Martínez is associate professor of sociology at the University of Utah. For 10 years, she has taught traditional courses in sociology, from deviant behavior to ethnic minority studies. And she has retooled her classes to include issues of race, class, and gender.

"My text always has feminist issues," she said. "I believe it has to be incorporated into the text."

Like all others interviewed and spoken to, Martínez teaches feminist issues through her discipline. Indeed, none of those contacted could name any Latina professor who teaches women's issues through a women's studies program. Martínez and several others told *HO* they originally felt deterred by the more traditional white feminism of academia.

Asked if she considered herself a feminist, Martínez said, "I didn't for many years."

"I have real trouble with white feminism. It seemed to be about white feminist women and racist," continued Martínez, who teaches primarily what she calls Chicana feminism. The word "feminism" itself she finds "an uncomfortable word for Chicanas."

White feminists view feminism as "man-hating...as not regarding race as important," said Martínez. "Feminism was asking women to choose between their gender and culture."

Being a feminist for Esther Madriz is about honoring women equally to men and about documenting the importance of their experience.

As a Latina, and more specifically as a Chicana, Martínez has heard all the stereotypes about Chicanas: the Madonna mother who will die for her children, the promiscuous woman, the Rosarita who stays in the kitchen, and the gang girl who does everything for the homeboys.

Martínez recognizes the danger of cultural and gender stereotypes, and says, too, that "Chicanas are tired of coming to issues from the kitchen" and of being left out of the picture. "The feminine has always been undervalued in our culture because of the stereotype of the macho," said Martínez. "But everyone everywhere has to deal with patriarchy."

Asked what it meant to be a Chicana feminist, Martínez said it was about being able to embrace all parts of her culture and feminism–from making tortillas and being a mother to being a professor.

"To feel as an empowered Chicana woman, we had to adopt the white culture. We couldn't embrace our tortilla-making," said Martínez.

"I think the role as educators is to be part of shifting the paradigm [of feminism]," she said. And, of course, to begin honoring the values of all women, she explained.

Esther Madriz

Esther Madriz, University of San Francisco sociology professor, has a bumper sticker on her office door that reads, "Feminism is the radical belief that women are human beings." Although the statement appears straightforward, Madriz has also felt alienated from more mainstream feminists.

"I don't come from an individualistic culture. I don't see my life as an island," said Esther Madriz. "This is a totally different view from that of many white feminists."

Madriz' preferred word for a Latina feminist is a "mujerista." Instead of rejecting motherhood and the nurturing strength of women, as some believe that feminist ideology has done, she believes it's important to embrace them. "Motherhood feminism is the kind of feminism that makes motherhood a strength, not a weakness," said Madriz.

With a strong emphasis on criminology, Madriz researches and teaches about women's experiences in the criminal system. From the onset, she embarked on a study where male-centered theories ruled and completely omitted women's experiences. Madriz has researched the ever-increasing number of Latinas who are incarcerated for assisting drug crimes. She has made it her point to clarify the role of working-class Latinas and the negative impact that laws insensitive to their gender implications have on the entire Latino family.

"They [feminism and general studies] leave aside issues for working-class women and Latinas. It is only now that some are realizing it is a mistake," said Madriz.

Madriz' most recent book, *Nothing Bad Happens to Good Girls*, focuses on how fear of crime is used to perpetuate gender relations as well as class and race relations.

Madriz has often encountered students hesitant about embarking on feminist issues, until they realize that she does not fit their negative stereotype of what a feminist is. "Most believe I am not a feminist because I want to have a family," she said.

For her, however, being a feminist is about honoring women equally to men and about documenting the importance of their experience. "A strong woman is a women who understands her life circumstances from her own viewpoint. She is able to feel the pain of being marginalized, but out of that she can build strength, can be soft, can develop herself intellectually," said Madriz. "More than anything, a strong woman knows that you need to rely on others and that others can rely on you."

Vilma Ortíz, UCLA associate professor of sociology, began defining herself as a feminist when trying to move up within university ranks.

"The first barriers were drawn on the basis of ethnicity and class," she said. "Over time they became increasingly drawn on issues of gender."

According to Ortíz, she is the only Latina in the social science department at UCLA. And although she has built good relations with the women's studies program, class and race sometimes place her in a different position.

Ortíz was raised with the expectation that she would become a secretary and be married, but she maintained her own desires and identity. Within her classes of both sociology and Chicano studies, she still finds a majority of her first-generation female students struggling between family values and their individual values. And aside from their internal cultural conflicts, Chicano and Chicana students alike struggle with their identity in a white-dominant society.

"I think the misconception persists that the Latino community is a patriarchal society," said Ortíz. "The feminist thing was that Chicano families are patriarchal. But so are white folks," she said.

Ortíz agreed with those interviewed that it's important to document ways in which women are powerful, despite oppressions, and to rewrite history with its missing links.

Norma Williams has been teaching since the early '80s and is surprised that there are still so few Mexican American women and Latinas teaching in academia. Despite this, she explained proudly, "We are pushing gender discrimination of minorities to the forefront of U.S. society."

Norma Williams

"There are these efforts to dig up historical documents, to find historical elements written by women, by people of color, and to publish them," said Ortíz. "In the last couple of decades we've seen more."

University of Texas at Arlington sociology Professor Norma Williams published a well-received book documenting actual role-playing within the Chicano family. Her book, *The Mexican American Family*, has been recognized by her colleagues because it goes beyond the accepted stereotypes of Latinas and Latinos.

"I think I am one of the first sociologists to detail what is entailed in weddings, funerals, and births," said Williams. "Researchers were giving credit to the men, but old literature has over-dramatized and over-romanticized the role of machismo," she said.

Although Latina women have often agreed to give credit to men, Williams illustrates that their role in the family is not all that submissive. "I don't think they are as weak and passive as made out to be," she said. And because more women as a whole are working out of the house, Chicana women are also learning to give themselves more credit for their actions, said Williams.

Although she doesn't consider herself a feminist in theory, in action Wiliams definitely is. "Women's issues are a passion of mine," she said.

Williams has been teaching since the early '80s and is surprised that there are still so few Mexican American women and Latinas teaching in academia.

Despite this, she explained proudly, "We are pushing gender discrimination of minorities to the forefront of U.S. society."

Nancy Raquel Mirabal describes herself as a "Juana come lately" in feminist studies. A young historian and assistant professor of history at San Francisco State University, Mirabal concentrates her work on Caribbean issues. She teaches the history and experiences of Caribbean women through La Raza Studies Department.

"When you do U.S. history, there are vast silences across the board. I realized there was nothing on women," said Mirabal. "I started going into race and gender."

Mirabal teaches and writes about how women are transmitters of culture. Looking at U.S. history, she pointed out the sterilization and acculturation campaigns generally targeting women.

"Women really tell us about family, about culture, about tradition," she said.

Working-class Caribbean women have worked outside the home in the U.S. since the early 1800s, explained Mirabal. From Cuban women in Florida cigar factories in the 1870s to Puerto Ricans in the garment industry in the 1880s, working outside of the home has been a typical experience for many Caribbean women.

"All the women I knew in my family worked," said Mirabal. "I knew that these histories existed," she said.

Mirabal has concentrated her work primarily on working-class Caribbean women, partly due to her own upbringing as a Cuban American in Los Angeles.

Maxine Baca Zinn

As Mirabal and others described, the Latina experience is as diverse as the overall experience of different races and classes of women within the United States. And as a Caribbean historian, Mirabal has begun to fill some of history's holes.

"Women played a great role politically. They went on strike in the Canaries in the '30s. They were revolutionaries in Texas. They were active in Cuba's independence from Spain," said Mirabal.

She described the important role of Caribbean women as healers, as bringing roots, religion, and faith to the community.

"Their real political role might not be recognized, but they play a role in the community," said Mirabal.

Although Latinas have primarily been placed in "Blacks and other" categories in women's studies, Michigan State sociology Professor Maxine Baca Zinn argues that they've been pivotal in feminist studies. Baca Zinn teaches courses in race, gender, and class, and conducts research at the Julian Zamora Research Institute at Michigan State University.

"I think some of the major themes in feminist studies come out of Latinas," said Baca Zinn. Latinas helped feminists recognize women's multiple ethnic and social identities and the need to honor their differences, she explained.

Several books published by Baca Zinn include *Women of Color in U.S. Society* and textbooks such as *Diversity in Families*.

"We were the first to do that...to weave discussions of all ethnic families throughout the book," said Baca Zinn about her textbook, co-authored with Stanley Eitsen. While typically so-called "ethnic families" are separated into one or two chapters within entire textbooks, Baca Zinn believes it's time to weave their realities into the entire fabric of our country's social history.

Writing textbooks, she says, has given her an opportunity to shape the field.

Raised in Santa Fe, N.M., Baca Zinn was brought up by strong women. "My mother was a school teacher; my grandmother was a farmer," she explained. But early on, when reading accounts of her race and gender, she knew something was terribly wrong.

"It was always clear that everything I read was just incorrect....They weren't writing about my experience," she said.

Like for many others interviewed, the stereotypes of passive Latinas didn't match her reality. "There's been this whole tradition for two decades now of refuting that Latinas are passive," said Baca Zinn.

Although mainstream feminists acknowledge Latinas in academia, there is still a failure to engage with issues and works that Latinas are producing, she explained.

"The patterns of exclusions have really changed," Baca Zinn said. "But I think the exclusionary practices are still there."

Latina voices are only beginning to emerge out of textbooks, classrooms, and other manuscripts in the past decades. And their efforts haven't gone unnoticed.

"In women's studies, I think Latinas have been upsetting the apple cart....We've been saying that you're not getting it right," said Baca Zinn.

The best testimonial, however, as witnessed by the handful of women interviewed, is that Latinas are beginning to reshape the reshaping of women's history.

"I don't see how feminism and social science can leave us out," said Baca Zinn.

"An increasing number of Latinas are producing their own feminist thought."

New Realities/ New Imperatives

Four Perspectives on Latino Students

BY
INÉS ALICEA

Colleges and universities must improve and personalize outreach efforts to minority communities and adjust more quickly to the changing campus populations nationwide so that student needs are better met, according to several Latinas working in student services.

"The needs are so diverse and so critical," said Dr. Maria Vallejo, vice president of student affairs at Rockland Community College in Suffern, N.Y. Latinos comprise about 8 percent of the 6,200 students enrolled at her college. "Students are bringing problems to higher education that they didn't bring before–family issues such as domestic violence. These people want an education but are worried about survival issues."

The types of students arriving at campuses across the country are different today than they were 20 or even 10 years ago, said the Latin student service professionals interviewed for this story. Many are first-generation college students or even first-generation high school graduates and do not have the support or role models to help them succeed in college.

Many Latino students are first-generation. Some are not academically prepared for the rigors of higher education and require remedial work, counseling, and tutoring. Some have children and need assistance with finding day care. Others do not have transportation to their classes.

"We need to extend the road to college to these emerging populations," said Corinne Gardea, vice president for community relations at Mountain View Community College in Dallas, Texas. Gardea worked for eight years in student services before moving to her current job. "Most are not ready for college, and many do not have someone at home telling them 'This is what withdrawal means....This is what it takes for you to finish your

Many Latino students are first generation. Some are not academically prepared for the rigors of higher education and require remedial work, counseling, and tutoring. Some have children and need assistance with finding day care. Others do not have transportation to their classes.

Corinne Gardea

degree.'"

Another group of students that colleges are encountering includes those who are struggling with welfare law changes that force them to find jobs within two years even though they might not have the skills. Gardea said that preparing these students is a particular concern because many require a great deal of remedial work prior to enrollment in regular college classes. Nearly **half** of all welfare recipients lack a high school education, and, once in college, almost all lack any personal resources to pay for education (96 percent versus 21 percent for non-welfare students), according to the Boston-based Education Resources Institute. Some 20 percent of welfare recipients are Latinos.

Gardea says that many of them won't be finished in two years and asks, "What happens to them?"

Gardea and Vallejo agree that the key to improving the situation is to reach students and their families at the elementary and secondary schools so they become informed early on about the rigors of college and what they need to do to be successful getting into and graduating from a college or university.

"You have to educate not just the potential college students but the whole family on how to access college and the value of going to college," Gardea said. "You want to make sure students are introduced to the college environment in grade school."

Gardea said she believes that once the students are ready for college, university officials must take a more personalized approach with prospective students. She is encouraging her community college to send financial aid officials to students' homes with laptop computers to assist the students and their family members in filling out financial aid applications. Many students need financial aid; more than 47 percent of undergraduates in the United States have family incomes of less than $20,000. This approach would probably be very effective with Latino families, whom Gardea said fear going into debt.

Many students need financial aid; more than 47 percent of undergraduates in the United States have family incomes of less than $20,000.

Maria Vallejo

"They tend not to look at a college education as an investment but rather as a debt," Gardea said. "Latinos will say, 'I'll wait until I save enough,' but that day might never come."

That personal service should not stop with financial aid assistance in filling out forms, she said. Gardea said more and more schools will need to start offering child care and transportation services. For example, 90 percent of welfare recipients are said to be single mothers. To help that population succeed in college, child care would be a critical component of the school's offerings, the women said.

"These are important services that colleges traditionally have not offered," said Gardea.

Jamie Merisotis, president of the Institute for Higher Education Policy, agrees that more personalized service and innovative approaches are needed not only to help attract the students to college but also to keep them there until they complete their degrees. A recent study by the institute said mentoring, tutoring, counseling, and training in time management and study skills were crucial "for students to be able to successfully persist to a degree."

"Solving problems of college access and success for disadvantaged students requires a broad array of strategies," Merisotis said. "New initiatives must include increased student aid combined with strategies to address the nonmonetary barriers these students face."

This personalized service is particularly important in the Latino community, she said.

"Billboards and mass mailings don't work in Latino communities," Gardea said. "Generic mailings don't convince people that we are a warm, open, beneficial place. We need to develop more personal relationships with the students and their families."

All of the women interviewed expressed concern about cuts in financial support for higher education and their effects on student services. They said that student services are often the first areas targeted for budget cuts when higher education officials are tightening their fiscal belts. But, they said, the emerging populations on campuses nationwide demand more services and assistance.

"As needs of students become more expensive to maintain, all that is a drain for student services," Gardea said.

Martha Campos, student services coordinator for the El Paso Community College in El Paso, Texas, for the past nine years, said budget cuts have forced her office to reduce the hours they can remain open for enrollment and registration.

"We're just not open in the evening for the night students," Campos said. "That's tough because customer service is what is most important to us."

These administrators also expressed concern about the backlash against affirmative action. They said they feared that some colleges were retreating on certain efforts aimed at minority students because of the anti-affirmative action climate.

"If students feel alienated, they don't do as well," said Vallejo.

But those interviewed also expressed optimism over efforts at colleges nationwide to better address the cultural diversity of their student bodies through celebrations and special activities.

"Institutions are making more efforts to embrace issues of diversity on campuses," said Vallejo.

Still, progress must be made in assuring that staffs and faculties at campuses nationwide are diverse and attuned to the populations of students they are serving.

"There is a need for a diverse employee pool because students have changed so drastically and the staffs don't reflect that change," said Vallejo. "I don't see the role models that students will be demanding."

Role models are needed among minority populations at campuses nationwide.

Martha Campos

Vallejo said that it's difficult for Latinos to "fight the fight they need to" when they don't see people like themselves succeeding. "They need Latino role models."

And along with changes in recruitment of faculty and staff, the interviewees said, colleges and universities perhaps need to train existing personnel vis-à-vis the new student populations.

Vallejo said her college did a survey to build bridges between the students and the faculty and staff. The survey found that each group held vastly different expectations of one another. The faculty and staff, for example, expected the students to be polite, respectful, committed and patient, Vallejo said. The students said they wanted immediate gratification. Many of the staff members had attended college full-time and had difficulty understanding students who attend part-time, calling it a "different experience."

"We're trying to...see how we can meet halfway," Vallejo said.

Campos said it is important for faculty and staff to help the students adjust to their new environment and called that role particularly crucial in student services.

"The students are going to see us first because we represent the first entrance to college," Campos said.

> ***"Billboards and mass mailings don't work in Latino communities. Generic mailings don't convince people that we are a warm, open, beneficial place. We need to develop more personal relationships with the students and their families."***
>
> CORINNE GARDEA, VICE PRESIDENT FOR COMMUNITY RELATIONS, MOUNTAIN VIEW COMMUNITY COLLEGE

Why Hispanic-American Women Succeed in Higher Ed

Hispanics are the fastest-growing ethnic group in the U.S., but their education doesn't keep pace. As 8.2 percent of the population, Hispanics earned only 4.7 percent of 1994-95 bachelor's degrees, 3.2 percent of master's and 2.2 percent of Ph.Ds. Hispanic women earned 496 doctorates or 1.1 percent of the total.

Conventional wisdom blames deficiencies in Hispanic culture: low self-esteem, low aspirations, low motivation, lack of self-discipline, fatalism, anti-intellectualism, lack of English proficiency and orientation to the present instead of the future. The culture supposedly victimizes women by forcing them into passive, subservient maternal roles. Studying low achievers, researchers condemn family background and flawed parental values.

Helen Garcia, of Garcia & Associates in Redlands Calif., asked a different question: Why do successful Hispanic-American women succeed? She spoke at the 1998 Women in Higher Education conference about what she learned from 15 Hispanic women who completed Ph.Ds. In a separate session, Norma Martinez-Rogers, member of the faculty in psychiatric nursing at the University of Texas Health Sciences Center, spoke on career progress among Mexican-American women faculty.

Hispanic culture is not monolithic. "A rich Hispanic from outside the U.S. doesn't walk in the same steps as one from the projects," Martinez-Rogers said. Apart from Spanish and usually Catholicism, differences outweigh similarities. Those Garcia interviewed called themselves Hispanic, Chicana, Mexican-American, Mexican and Navajo/Mexican-American. Their parents ranged from motel maids and farm workers to architects and attorneys. Far from "overcoming cultural deficiencies" to complete doctorates, they drew on family, language and culture as sources of strength.

Family and language

"Family support was mentioned over and over." Their families believed in education despite wide differences in educational background. One's mother had a first grade education, another had a JD; one's father had never attended school, another had a Ph.D. Support from mothers was especially important. Most were first generation women college students; they also started later.

Being in school was never an excuse to shortcut family duties as daughter, wife, partner, mother or caregiver. "The family held very high expectations for her fulfilling her family responsibilities at whatever age."

Although 13 of the 15 were born in the U.S., only two grew up in predominantly English-speaking homes. Coming from Spanish-speaking or bilingual homes didn't prevent them from mastering standard English or excelling in school. "Being bilingual is not a 'deficiency' to be overcome," Garcia said.

Marginal academic preparation

They described their high schools as racist, sexist and academically mediocre; some were "really, really bad." Their own initiative helped overcome the deficiencies. Cultural characteristics that helped: self-discipline, sense of duty, thinking in Spanish, watching very carefully and following examples, seeing interrelationships, looking for all the possibilities, thinking in a circular manner and taking the initiative.

Despite continuing bias, they all did well in college and grad school. Cultural traditions helped them demonstrate their knowledge, by: recognizing links between language and culture, modeling behavior and treatment of others, caring for others, telling stories, interacting and communicating with style, speaking and writing Spanish and sharing old traditions.

Positive self-image

The great majority named family and community involvement as measures of their personal worth and of personal and academic success. Although nearly half doubted their ability to earn a Ph.D, most considered themselves leaders. Asked to list leadership qualities that helped them academically, they mentioned many standard traits, plus four not usually associated with leadership: survival skills, political involvement, pursuit of social justice and being bilingual.

What comes after the Ph.D?

What career prospects await Hispanic-American women who push on to earn Ph.Ds despite weak high schools, economic problems and race and gender bias at all educational levels? Some get jobs in community colleges. Martinez-Rogers was able to identify only 96 Mexican-American women teaching at research universities. Their job satisfaction was equal to that of white women but reflected different factors. They faced persistent stereotypes: "Oh, you got here on time. I thought Mexican-Americans were always late."

They start jobs at lower rank and salary than white women with equal education. Job security is poor. About a third are assistant professors, mostly untenured. Many relate poorly to department chairs who don't believe they can do the work. They're left out of the collegial relationships that are crucial for getting tenure. They're expected to advise all minority students, whether or not they share the same culture.

As tokens, they're put on committees with men who ignore their ideas. Instead of curriculum or faculty development committees, which help get promotion, they're assigned to equal opportunity or affirmative action.

"We're more apt to love teaching than research. We know there must be role models." She thinks a lack of mentoring is the main reason Hispanic-Americans are underrepresented in higher education. Minority students need mentors who respect their culture, instead of telling them to overcome it.

Successful Hispanic women model for others the ways their culture fosters academic achievement. "In my heart I know I'm Mexican. I still believe in touching the eye and herbal teas," Martinez-Rogers said. "Some of us don't want to assimilate, to lose who we are as Latinas."

This article is reprinted with permission from Women in Higher Education, Volume 7, February 1998.

WOMEN'S
COLLEGE
COALITION

Making the Case for Women's Colleges

Research in the late 1980s showed that students at women's colleges were more successful and more satisfied in terms of personal goals, degree aspirations, and leadership outcomes. They were more likely to work in traditionally male-dominated fields at the higher end of the pay scale, e.g., in medicine, law, or management.

Pre-adolescent girls have high aspirations and voices that are loud and clear. But beginning at age 11 or 12, research shows that girls begin to set lower academic goals for themselves and to muffle their voices as family, social, and coeducational experiences that often favor boys begin to take over.

That's why the Women's College Coalition has begun a long-term public service ad campaign aimed at the parents and teachers of adolescent girls. The campaign's goal: to equip parents and teachers with knowledge and teaching strategies that will foster educational achievement and high aspirations in "all our daughters."

Seeking to model success, rather than document ways in which women have been slighted, this campaign features role models and offers impressive statistics on the value of single-sex education. For example:

- 33 percent of female board members of Fortune 500 companies graduated from women's colleges.
- 24 percent of the female members of Congress are graduates of women's colleges.
- Graduates of women's schools are more than twice as likely to receive doctoral degrees as female graduates of coeducational schools.

Today there are 84 women's colleges in the United States and Canada, down from more than 228 such institutions that earlier this century offered the only option for women who wanted to pursue higher education. Many of these formerly single-sex colleges chose to admit men in the 1970s when economics, legal issues, and the gender equity debate led to coeducation at private schools throughout the country.

But this decline in numbers has also led to a reexamination of the many strengths and extraordinary opportunities offered at women's colleges. Research in the late 1980s showed that students at women's colleges were more successful and more satisfied in terms of personal goals, degree aspirations, and leadership outcomes. They were more likely to work in traditionally male-dominated fields at the higher end of the pay scale, e.g., in medicine, law, or management. Women's colleges offered females more opportunities to participate in sports, be mentored by faculty, take on responsibilities, and express their ideas. At the same time, studies showed that female students in coed colleges experienced a decline in self-confidence, ambition, and grades.

As a result, women's colleges have experienced a 2 to 3 percent increase in enrollment during the last few years. Part of this increase has been due to a renewed sense of purpose and an aggressive marketing campaign. By shining the spotlight on alumnae such as Lauren Lazin, vice president of MTV news and specials, and Bibiana Boerio, chief financial officer of Jaguar Cars, the coalition is appealing to a whole new generation of woman–and raising the yardstick of expectations.

"My parents expected great things from me," says Lazin, as part of the promotional campaign for women's colleges. "So I'm not uncomfortable speaking up for my ideas. Never have been. Even in school...where it wasn't always cool for a girl to be smart."

Boerio's message is similar, especially since she often displays her smarts in a boardroom dominated by men. Other ads encourage parents to buy their daughters a chemistry set instead of a tea set.

The publicity, carefully developed to show the advantages of single-sex education, will continue for the next 12 years. The coalition, in partnership with the Advertising Council, will spend $25 million a year in print, tv, and radio ads to stimulate action on behalf of all girls' and women's education. And while the overall message is to encourage girls to seek more education, the underlying message is that only women's colleges **challenge** or reduce the differences produced by a culture in which gender distinctions are ingrained from early childhood.

Graduates of women's schools are more than twice as likely to receive doctoral degrees as female graduates of coeducational schools.

ABOUT THE WOMEN'S COLLEGE COALITION

The Women's College Coalition is an association representing women's colleges in the United States and Canada. Its current membership stands at 69, including public and private, independent and church-related, and two-year and four-year colleges.

The coalition makes the case for single-sex education for women to the higher education community, to policymakers, to the media, and to the general public. It also sponsors research and distributes information in areas relevant to the education of women and to gender equity in higher education. Other priority areas are the issues of retention and recruitment of women into math, science, and engineering, and the development of women's leadership in society.

Two years ago, the coalition, in partnership with the Advertising Council, launched a 15-year, $375-million national public service campaign to stimulate action on behalf of all girls' and women's education. Targeting parents, women's advocates, and educators, the campaign provides knowledge and suggests strategies to bring about the optimal educational opportunities for all girls and women.

The coalition is a not-for-profit organization governed by a board of 10 member-college presidents. The executive director oversees daily operations of the organization and coordinates activities with member colleges.

Women's College Coalition
125 Michigan Ave., N.E.
Washington, D.C. 20017
(202) 234-0443
(202) 234-0445

DIVERSITY SAMPLER

Women's colleges are often on the cutting edge of offering programs that benefit minorities and women by offering them experiences that raise their levels of expectations. Here's a small sample of innovative practices at four campuses.

The College Awareness Program

Regis (Mass.) College invites talented Hispanic students from the Boston public schools to experience college life, starting with a one-month summer residential program on campus for students about to enter the ninth grade. Participants are invited back for a one-week homecoming event each summer that they are in high school–to reinforce the importance of staying in school–and are invited to one-day workshops during the school year. Students are referred by teachers and guidance staff. Parents are encouraged to take part.

Since 1987, the program has welcomed 469 Hispanic students, female and male. Their high school retention rate is impressive, and 93 percent and 75 percent respectively go on to college. Some of the Regis counselors are themselves graduates of this program, which Regis hopes to expand to include mentoring and more group activities.

The program is funded by area businesses and industries, which have contributed more than $1 million since its inception.

Multicultural Day

Many colleges nationwide now celebrate a Multicultural Day. Georgian Court College in Lakewood, N.J., reaches out beyond its campus to high schools and to the local community for its celebration, which includes displays and entertainment by the high school students and an international lunch by the college.

Alternative Access Program

This program of Mount St. Mary's College in Los Angeles admits students who have low grade point averages (about 2.50 on a 4.00 scale) and poor test marks (e.g., composite SAT scores of 660) but show potential for success in college as demonstrated through interviews. Many are members of ethnic minorities who received poor academic preparation K-12. They are often the first in their families to attend college and must struggle with poverty, inadequate high school backgrounds, and pressing family obligations. For many, English is a second language.

About 68 percent of those who come as first-year students earn an A.A. degree in two years, and 75 to 80 percent of those who persist go on to B.A. study. Of the latter, half remain at Mount St. Mary's.

Mount St. Mary's also has a Center for Cultural Fluency, a K-12 Multicultural Resource Lending Library, and a forum for K-12 teachers that facilitates their development of multicultural programming. These are funded by AT&T Corporation, Delta Airlines Foundation, The Annenberg Foundation, Philip Morris Companies, Inc., and The Prudential Foundation.

LONI: Leaders of a New Indiana Project

The Saint Mary's College, Notre Dame, Ind., LONI Project targets two groups–Latina students and students from small cities and towns–with the goal of encouraging them to enter, persist in, and graduate from Saint Mary's and to remain in Indiana in positions that will lead to roles as leaders in their professions and in their communities. Made possible by a $3-million grant from the Lilly Endowment, most of which will support financial aid in the form of need-based loan reductions, LONI has held its first week-long campus experience for 43 high school student leaders from the target populations. Internships and mentoring programs are now being added. Partnerships with local chambers of commerce are an important part of the LONI plan.

This article was prepared in cooperation with the Women's College Coalition office of communications.

MEMBERS OF THE WOMEN'S COLLEGE COALITION

(founding date of each college shown in parentheses)

ALABAMA
Judson College (1838)
Marion, Ala.
(334) 683-5100

CALIFORNIA
Mills College (1852)
Oakland, Calif.
(510) 430-2255

Mount St. Mary's College (1925)
Los Angeles, Calif.
(310) 476-2237

Scripps College (1926)
Claremont, Calif.
(909) 621-8000

CONNECTICUT
Hartford College for Women (1933)
Hartford, Conn.
(860) 768-5600

Saint Joseph College (1932)
West Hartford, Conn.
(860) 232-4571

GEORGIA
Agnes Scott College (1889)
Decatur, Ga.
(404) 638-6000

Brenau Women's College (1878)
Gainesville, Ga.
(404) 534-6299

Spelman College (1881)
Atlanta, Ga.
(404) 681-3643

Wesleyan College (1836)
Macon, Ga.
(912) 477-1110

INDIANA
St. Mary-of-the-Woods College (1840)
St. Mary-of-the-Woods, Ind.
(812) 535-5151

Saint Mary's College (1840)
Notre Dame, Ind.
(219) 284-4000

KENTUCKY
Midway College (1847)
Midway, Ky.
(606) 846-5310

LOUISIANA
Newcomb College (1886)
New Orleans, La.
(504) 865-4000

College of Notre Dame of Maryland (1873)
Baltimore, Md.
(410) 435-0100

Hood College (1893)
Frederick, Md.
(301) 696-3400

MASSACHUSETTS
Bay Path College (1897)
Longmeadow, Mass.
(413) 567-0621

Elms College (1928)
Chicopee, Mass.
(413) 594-2761

Emmanuel College (1919)
Boston, Mass.
(617) 735-9715

Lesley College (1909)
Cambridge, Mass.
(617) 349-8500

Mount Holyoke College (1837)
South Hadley, Mass.
(413) 538-2000

Pine Manor College (1911)
Chesnut Hill, Mass.
(617) 731-7000

Regis College (1927)
Weston, Mass.
(800) 456-1820

Simmons College (1899)
Boston, Mass.
(617) 521-2000

Smith College (1871)
Northampton, Mass.
(413) 584-2700

Wellesley College (1875)
Wellesley, Mass.
(617) 235-0320

MINNESOTA
College of Saint Benedict (1887)
St. Joseph, Minn.
(612) 363-5407

College of Saint Catherine (1905)
St. Paul, Minn.
(612) 690-6000

MISSISSIPPI
Mississippi University for Women (1884)
Columbus, Miss.
(601) 329-7100

MISSOURI
Cottey College (1884)
Nevada, Mo.
(417) 667-8181

Stephens College (1833)
Columbia, Mo.
(314) 442-2211

William Woods University (1870)
Fulton, Mo.
(573) 592-4221

NEBRASKA
College of Saint Mary (1923)
Omaha, Neb.
(402) 399-2438

NEW JERSEY
College of Saint Elizabeth (1899)
Morristown, N.J.
(973) 605-7000

Douglass College (1918)
Rutgers University
New Brunswick, N.J.
(908) 932-9721

Georgian Court College (1908)
Lakewood, N.J.
(908) 364-2200

NEW YORK
Barnard College (1889)
New York, N.Y.
(212) 854-2021

College of New Rochelle (1904)
New Rochelle, N.Y.
(914) 632-5300

Marymount College (1907)
Tarrytown, N.Y.
(914) 631-3200

Russell Sage College (1916)
Troy, N.Y.
(518) 270-2000

Wells College (1868)
Aurora, N.Y.
(315) 364-3370

NORTH CAROLINA
Bennett College (1873)
Greensboro, N.C.
(910) 370-8607

Meredith College (1891)
Raleigh, N.C.
(919) 829-8600

Salem College (1772)
Winston-Salem, N.C.
(910) 721-2600

OHIO
Notre Dame College of Ohio (1922)
Cleveland, Ohio
(216) 381-1680

Ursuline College (1871)
Pepper Pike, Ohio
(216) 449-4200

PENNSYLVANIA
Bryn Mawr College (1885)
Bryn Mawr, Pa.
(610) 526-5000

Carlow College (1929)
Pittsburgh, Pa.
(412) 578-6000

Cedar Crest College (1867)
Allentown, Pa.
(610) 437-4471

Chatham College (1869)
Pittsburgh, Pa.
(412) 365-1100

Chestnut Hill College (1924)
Philadelphia, Pa.
(215) 248-7000

Harcum College (1915)
Bryn Mawr, Pa.
(215) 526-6050

Immaculata College (1920)
Immaculata, Pa.
(610) 647-4400

Moore College of Art and Design (1848)
Rosemont, Pa.
(215) 568-4515

Rosemont College (1921)
Rosemont, Pa.
(610) 527-0200

Seton Hill College (1883)
Greensburg, Pa.
(412) 834-2200

Wilson College (1869)
Chambersburg, Pa.
(717) 264-4141

SOUTH CAROLINA
Columbia College (1854)
Columbia, S.C.
(803) 786-3012

Converse College (1889)
Spartanburg, S.C.
(864) 596-9040

VERMONT
Trinity College of Vermont (1925)
Burlington, Vt.
(802) 658-0337

VIRGINIA
Hollins College (1842)
Roanoke, Va.
(540) 362-6401

Randolph-Macon Woman's College (1891)
Lynchburg, Va.
(804) 947-8000

Sweet Briar College (1901)
Sweet Briar, Va.
(804) 381-6100

WASHINGTON, D.C.
Mount Vernon College (1875)
Washington, D.C.
(202) 625-0400

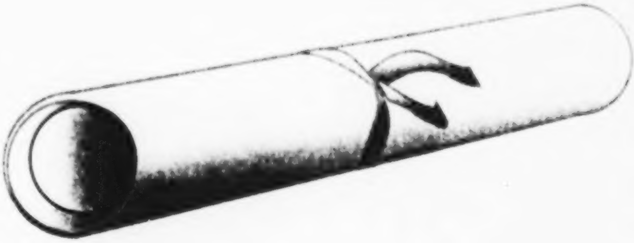
Trinity College (1897)
Washington, D.C.
(202) 884-9400

WISCONSIN
Mount Mary College (1913)
Milwaukee, Wis.
(414) 258-4810

CANADA
Mount Saint Vincent University (1873)
Halifax, Nova Scotia
(902) 457-6788

OTHER WOMEN'S COLLEGES
Alverno College (Wis.)
Aquinas Junior College (Mass.)
Blue Mountain College (Miss.)
Fisher College (Mass.)
Lasell College (Mass.)
Marian Court Junior College (Mass.)
Mary Baldwin College (Va.)
Marymount Manhattan College (N.Y.)
Peace College (N.C.)
Radcliff College (Mass.)
Saint Mary's College (N.C.)
Southern Virginia (Va.)
Texas Woman's University (Texas)
Westhampton College (Va.)
Wood Tobe-Coburn (N.Y.)

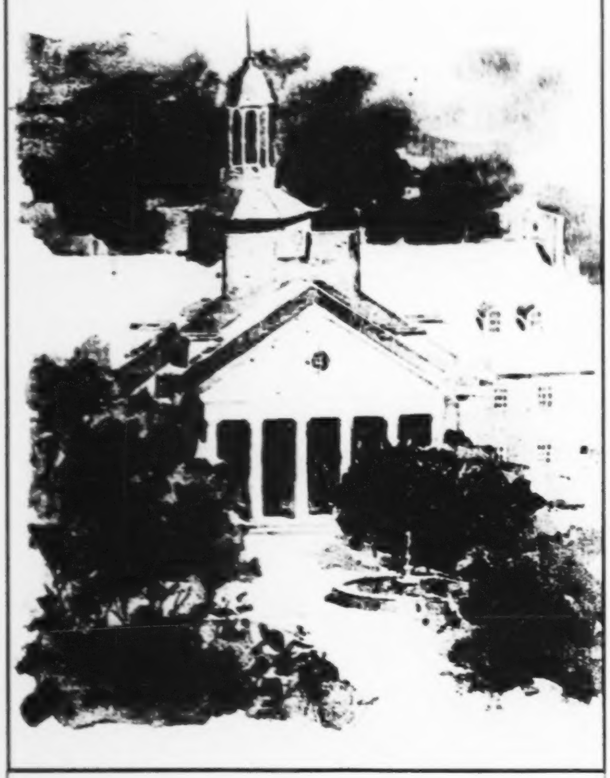
The Honor Roll



Texas Woman's University

Many Firsts, One True Mission

BY ROGER DEITZ



The Blagg-Huey Library at Texas Woman's University

Texas Woman's University is the largest university in the United States originally founded for women, who are now about 90 percent of its enrollment. The school emphasizes the liberal arts and also stresses specialized or professional studies that prepare students for specific careers. As a public university, its tuition and fees are considerably lower than those of private universities founded for women.

As the school prepares to celebrate its centennial in 2001, low tuition is only one benefit that can be hailed. The institution will be commemorating one hundred years of providing a unique, nurturing environment, one that encourages women to develop intellectual, humanitarian, and leadership skills that advance their achievement potential in all human endeavors.

TWU offers minority women, too, an academic and social environment that enables them to pursue and complete higher education programs leading to economic mobility and independence. In recognition of the school's unique accomplishments, Texas Woman's University can now also celebrate making the *Hispanic Outlook* Honor Roll, a distinction it rightly deserves.

Established in 1901 by an act of the Texas Legislature as the Girls Industrial College, to educate women "for the industries of the age," the school began classes in 1903. By 1905 the institution's name was changed to the College of Industrial Arts. There followed a period of growth in academic excellence, in size and scope, and in reputation. Rising academic qualifications of the faculty; the building of substantial library, research and instructional facilities; and the increasing demand for graduate education for women led to the addition of graduate studies at the college in 1930.

By 1934, the school's name was changed to the Texas State College for Women, a name that indicated the growing range of the institution's academic prowess. Doctoral degrees were first awarded in 1953. In 1957, the institution took the name Texas Woman's University, to more accurately

Dr. Carol Surles, President, Texas Woman's University

Honor Roll Facts in Brief

INSTITUTION:
Texas Woman's University

LOCATION:
Box 425587
Denton, Texas 76204-5587
(817) 898-3000

ESTABLISHED:
1901

TEXAS WOMAN'S
UNIVERSITY
DENTON/DALLAS/HOUSTON

ENROLLMENT:
9,300

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

ANNUAL TUITION & FEES:
$1,500 in-state

NUMBER OF FACULTY:
Full-time: 500
Part-time: 200

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Mathematics and Computer Science
Fashion and Textiles
History and Government
Health Studies
Performing Arts
Sociology and Social Work

INTERNET (Website) ADDRESS:
http://www.twu.edu

reflect the institution's status as a major center of higher learning.

Texas Woman's University is located in Denton, Texas (population 66,900), just 35 miles north of the Dallas-Fort Worth Metroplex. The 270-acre main campus is home to four residence halls that accommodate 1,600 students. TWU has learning centers in Dallas and Houston offering upper-level and graduate studies in allied health fields. These are the Institutes of Health Sciences at the Dallas Center near Parkland Memorial Hospital and the Houston Center, established in 1960 and located in the world-renowned Texas Medical Center.

Of the 9,300 students enrolled at the school, 56 percent of the student body are undergraduates; the remainder, graduate students. More than 7,500 students attend classes at the Denton campus. An additional 1,800 are at the Institute of Health Sciences at Dallas and Houston. Women comprise 91 percent of the school's enrollment.

Of its overall population, 25 percent are minority students–8 percent Hispanic, 12 percent African-American, 5 percent Asian/Pacific Islander, and 2 percent American Indian and Alaskan Native. International students, 2 percent of the total, represent 36 countries. Nine out of every 10 TWU students hail from Texas, with two-thirds of these students coming from the Denton-Dallas-Fort Worth Metroplex area. Texas Woman's University now admits men to all of its programs.

Nearly 100 major fields of study are offered. These lead to bachelor's, master's, and doctoral degrees in the College of Arts and Science, College of Education and Human Ecology, School of Library and Information Studies, College of Health Sciences, College of Nursing, School of Physical Therapy, School of Occupational Therapy, and the Graduate School.

In welcoming students, Dr. Carol D. Surles, president of the university, emphasizes that "Texas Woman's University provides a caring campus climate for students who wish to learn, reach out, and experience a different way of life. TWU faculty are involved in helping students achieve their academic and personal goals, staff members offer support and advice, and a number of student organizations provide opportunities for campus involvement."

The rationale for opting for a woman's college is clear. For a woman attending such a school, there are more leadership opportunities, more women to serve as role models, and a campus community that offers women not just an **equal** opportunity, but **every** opportunity for success. Research shows that women attending women's colleges participate more fully in classroom and extracurricular activities. They develop high levels of self-confidence and self-esteem, and are more likely to graduate and earn advanced degrees. They also tend to be more successful in their careers.

Here are some astonishing statistics. More than one-third of the women board members of Fortune 1000 companies are graduates of women's colleges, even though those colleges contribute less than 4 percent of total college graduates. Graduates of women's colleges outnumber all other entries for women in *Who's Who* and account for 25 percent of the women serving in Congress. One thing is for certain–TWU offers an atmosphere that is supportive, encourages scholarship and achievement, and fosters diversity and respect for the differences among people.

President Surles, formerly vice president for administration and business affairs at California State University-Hayward, is the third woman president to serve as TWU's chief executive officer of TWU. She became the university's ninth president in May of 1994 when President Bill Clinton tapped former TWU President Shirley Chater to serve as Commissioner of the Social Security Administration that year.

TWU, the nation's largest university primarily for women, changed its policy in 1994 to allow both women and men to enroll in all divisions and academic programs within the university, and the change prompted much controversy and conversation. In the main, it compelled all members of the academic community–faculty, staff, and students–to examine the mission of the university and seek ways of supporting and enhancing the growth of the "assignment" that began nearly 100 years ago. Surles affirms that commitment to the university's unique mission–"TWU will continue to be what its name implies: a university primarily for women."

One enterprise that exemplifies TWU's concern for women's issues is the Center for Research on Women's Health. Established in 1993, the center is dedicated to the advancement of research, education, and advocacy in areas critical to the physical, mental, and social health of women in all stages of their lives. By combining the human and physical resources of TWU's Denton, Dallas, and Houston campuses, the center develops and supports multidisciplinary research teams studying the causes, prevention, and improved treatment of injuries and diseases unique to women.

In the area of literature, the TWU Library first began collecting the biographies of great women in 1932 to serve as role models for students. Today, the Blagg-Huey Library's Woman's Collection is the largest depository of research material about women in the South and Southwest and one of only three major collections of its kind in the nation.

The collection includes 42,000 books, 19,000 photographs, major women's manuscripts and book collections on microfilm, and a women's periodical collection. Of special interest are the historical records and personal reminiscences of the Women's Airforce Service Pilots, vintage clothing and textiles from the 1860s to the 1960s, more than 10,000 catalogued cookbooks and menus dating from the 18th century, and the personal papers of prominent Texas women.

The school's distinctions are a matter of record, and many are not exclusively related to gender and woman's studies. Texas Woman's University was the first university in Texas to offer degrees in advertising, art education and recreation, kindergarten-primary education, occupational therapy, painting, library science, and music. Also, TWU's School of Library Studies was the first in the Southwest to receive American Library Association accreditation. TWU in 1956 opened the first building in the nation dedicated to library science instruction.

A woman looking for a dynamic, nurturing environment in which to excel will find it at Texas Woman's University. But the doors are open to anyone looking for such a place.

Coming Up: Connections, Ideas, Empowerment

Colorado's 5th Annual Women of Color Conference

There is little doubt that American society has made great strides in recent years to end racial and sexual discrimination, to provide equal opportunity and encouragement to persons of color, to women–to women of color. But there is little doubt, too, that much remains to be done, in the corporate and business worlds and in the culture in general.

But what about the supposedly enlightened world of higher education?

There too, say Diane Alberico and Carmen Abeyta of the University of Colorado at Colorado Springs. That's why they're busy organizing the state's fifth Women of Color conference with the focus "Unity is Strength." Hosted by other colleges and universities in Colorado in past years, the conference this year will convene at CU-Colorado Springs during spring break–March 26-27, 1998.

"What I would like to see is empowerment for women because I think women of color face greater

Carmen Abeyta and Diane Alberico

> ***"When I went to my first Women of Color conference, the way I describe it is: I was lost and I came home again. I walked into a room, and there were women there like me; I heard my language again. We shared things that had occurred in our lives, and that seemed to empower me to want to do more."***
>
> DIANA ALBERICO, CO-CHAIR, WOMEN OF COLOR CONFERENCE

obstacles in their day-to-day endeavors," says Abeyta, who is, with Alberico, co-chair of the conference. "There are those issues that deal with women, and then there are other issues that women of color face that are different."

Joining together to discuss those issues and challenges facing women of color within higher education–whether students, staff or faculty–is the purpose of the conference. A series of workshops and speakers will address three main goals of the seminars: to acquaint women with the organizational structures of colleges and universities, hoping to further their participation at all levels; to discuss specific issues that impact the lives of ethnically and racially diverse women at local, state, and national levels; and to offer mentoring and networking opportunities to women of color that will serve as a support and information base.

At the same time, hosting the conference helps the university further its own goals: to foster a campus environment that respects and welcomes diversity, and to encourage a multicultural perspective among the university's various groups, says Alberico.

Both Alberico and Abeyta are Hispanic, and both have experienced repression, from outright racism to subtle discouragements to communicate in Spanish. Both were inspired to organize the conference by their own experiences at earlier events.

"When I went to my first Women of Color conference, the way I describe it is: I was lost and I came home again," Alberico says. "I walked into a room and there were women there like me; I heard my language again. We shared things that had occurred in our lives, and that seemed to empower me to want to do more, to go out and share with other women the way I felt."

"The first time I went to a conference, I felt so good knowing I can overcome these obstacles," Abeyta agrees: "I have to work harder than some people, but I can do it. That's what makes me really enthusiastic about having the conference here on this campus. I really want to see women going away feeling empowered."

The plan to host a conference in Colorado Springs took form in 1996 after another organizer, Gina Garcia, attending that year's gathering at another campus, learned that a 1998 site had yet to be selected. When the women approached CU-Colorado Springs Chancellor Linda Bunnell Shade with the idea, they were met with enthusiasm.

Both Alberico and Abeyta are Hispanic, and both have experienced repression, from outright racism to subtle discouragements to communicate in Spanish. Both were inspired to organize the conference by their own experiences at earlier events.

"I'm excited about this conference because it is focused on diversity," she said. "It will give a lot of people of various racial and ethnic backgrounds a chance to gather and share their ideas and experiences in the context of higher education."

Plus, the chancellor added, "This is not only a wonderful opportunity for people from across the state to come together. It is also an opportunity for us to show off our campus, to let people know who were are and the kind of quality education and environment we offer at the University of Colorado at Colorado Springs."

And what is there to see?

"There's a campus-wide engagement of diversity issues here," says William Takamatsu-Thompson, interim director of multicultural affairs. "Everyone here is willing to play a role to ensure that the university is a democratic place for education. It serves all students from entities all over the campus."

That's at the core of the office itself, Takamatsu-Thompson says. "We collaborate with faculty, staff, alumni, and student organizations to sponsor activities and programs that promote diversity and multiculturalism."

These include faculty/student mentorship programs, internships and other employment opportunities, strong minority organizations such as MEChA, and the recruitment and retention of a diverse faculty, he says. "The Women of Color conference is crucial to this campus. We're fortunate to have it as well as all the support that has been generated for it."

"What this conference is all about is getting together and learning to be free with our feelings, to be able to say these are the things that are going on," Alberico says. "We will get a connection with people we can call on, a network. It will give us a sense of connection, of community. It will give us a plan and a direction, new ideas, and a feeling of empowerment so that we feel energized and valued."

And all of this is not just for women of color, or even just women. "One important thing that I do not want to do at this conference is make anyone feel excluded," Abeyta says. "I don't like that feeling, and I don't want anyone saying, 'It's for them and not for us.'"

If you feel it's for you, whether to attend or to offer your services as a speaker, you are encouraged to contact the co-chairs of the fifth Colorado Women of Color in Higher Education Conference: Carmen Abeyta (cabeyta@brain.uccas.edu) or Diane Alberico (dalberic@brain.uccs.edu). Registration began in January.

This article prepared by Phil Frederickson, office of university relations, University of Colorado at Colorado Springs.

Limited Funds, Unlimited Imagination

Diversity Programs Multiply under Dynamic Director

BY VANESSA FLANNERY

Part of the bridge-building process takes place at Leadership Retreat, held during the fall for members of SUN, the Student United Nations Committee, and leaders of CLU's multicultural and international clubs, which include United Students of the World, African American Student Union, and Latin American Student Organization.

Do **more with less!** is the current mantra for corporations as well as for many small, private institutions like California Lutheran University. Notified of a "downsizing" in positions, the multicultural/international programs department at CLU confronted the seemingly impossible challenge of serving a more diverse population with fewer staff and less budget. But under the creative, dynamic leadership of Lucia Haro, director of the university's international and multicultural programs, the department rebounded and took important steps to help CLU meet its mission of educating students in a global society.

California Lutheran University is a private institution located in Thousand Oaks, Calif., just outside Los Angeles. It offers both undergraduate and graduate programs to 2,000 students from 27 states and 29 foreign countries. Faced with both a mandate to serve this population and the loss of full-time positions, Haro acted aggressively by instituting DiversiTies, a cultural diversity program for first-year students; hiring two part-time assistants, Jennifer Brydon and Juanita Pryor; and forming SUN, the Student United Nations Committee.

From left to right: Jennifer Brydon, Juanita Pryor and Lucia Haro–California Lutheran University's office of multicultural / international programs

DiversiTies is the first link in CLU's reorganized approach to multiculturalism. "The reason we began the program was that we had experienced some racism and offensive graffiti on campus," explains Haro. The program that began as a reaction to cultural intolerance on campus then became a mandatory component of first-year-student orientation.

DiversiTies instructs students in cultural tolerance through a full-day orientation that includes speakers and interaction between faculty, guests, peer groups, and students.

"We brought in James Sauceda from California State University, Long Beach–he's the director of multicultural and international programs there," says Haro. "He brought a group called 'Rainbow Voices' that did a skit on the cultural differences of living with international and physically challenged students.

"It was an important commitment on the part of the university to ay to first-year students: 'This is oing to be part of your orientaion. This is what we will tolerate; his is what we won't tolerate.'"

At the heart of Haro's ongoing lan is the Student United Nations ommittee (SUN). This panel of even students was formed last fall hen minority and international udents approached Haro, seeking ore of a voice on campus and ore active involvement in proramming activities.

Program assistant Jennifer rydon says that the panelists are otivated and activated by their dealism: "The students feel that ey have a duty to be involved in ese programs because they want ake their community better. They ant to make the extra effort ecause in the process, they eduate each other and make everyone ore aware of problems and issues t there."

To achieve their goals, SUN ommittee members not only plan d coordinate campus events such Festival de Encuentros and the sian Activities Week but also gage in peer education proams, bringing discussions of cultural difference and identity into CLU classrooms.

Rick López, committee member and co-coordinator for the Multicultural and International Alumni Program, says, "In the classroom program, we discuss our different backgrounds and talk about how our parents raised us and taught us cultural traditions. I'm from a typical American background, but I am half Mexican, so I was able to express that tradition. Samson Yuimb and Lien Tang, two students from Papua, New Guinea, and Vietnam who also make classroom visits, taught me and the other students things about their culture that I didn't know."

The SUN Committee is especially important because it bridges the gaps between the many ethnic groups on campus. Part of the bridge-building process takes place at Leadership Retreat, held during the fall for members of the SUN Committee and leaders of CLU's multicultural and international clubs, which include United Students of the World, African American Student Union, and Latin American Student Organization.

"The retreat was a time mostly for bonding in order to get the students on the same wavelength," says Brydon. "It was also a time for them to learn to trust each other because trust is an important aspect of team-building."

Another component of Lucia Haro's multi-pronged approach to diversity issues is S.T.A.R–Students Talking About Race–an outreach program featuring college students who go to middle and high schools to discuss diversity and tolerance.

Adds SUN Committee member Lien Tang, "As members of the SUN Committee, we are setting an example for other students. Within the SUN Committee, we are bringing together all different cultures and nationalities and working together."

SUN members also participate in another component of Haro's multi-pronged offensive on diversity issues–Students Talking About Race (S.T.A.R.), an outreach program featuring college students who go to middle and high schools to discuss diversity and tolerance.

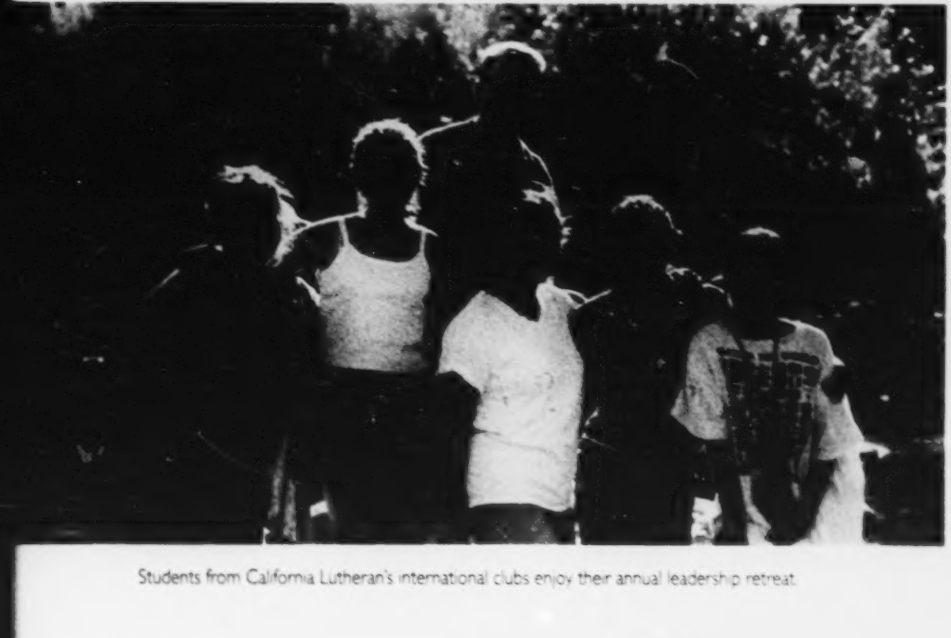
"The S.T.A.R. program was started by the People for the American Way, who recruited colleges and universities to help facilitate the program," says Haro. "Each university then recruits its own students, sends them for training, and schedules visits to local high schools. We got our students involved in the S.T.A.R. Program through the SUN Committee."

Once recruited and trained, college students receive lesson plans for the S.T.A.R. curriculum and are assigned to a middle or high school in their community, meeting with the high school students seven or eight times a semester.

Two of the CLU student participants, María Boatwright, an African American, and María Gallegos, who is from Ecuador, worked as a team with students from nearby Century High School for more than two months.

"Having to work with high school students on these issues is a challenge," says Boatwright. "But it is a great experience, one that makes S.T.A.R. members stronger inside–knowing that they can make a difference."

CLU administrators have been very supportive of the new measures for diversity education. William R. Rosser, vice president of student affairs and dean of students at CLU,



Students from California Lutheran's international clubs enjoy their annual leadership retreat.

Pearson Library/Preus-Brandt Forum at California Lutheran University

explains, "The students are seeing that these issues and difficulties are present elsewhere and that they [the students] can be powerful in terms of supporting each other beyond their own campuses.

"It is just like anything else–when the students have an opportunity...like that, they get so much more than they give. It is a wonderful means of developing leadership. It does great things for the students, and it does great things out in the community."

Buoyed by the positive reaction to the initiatives on campus, Lucia Haro launched DIVERSITY, Inc., a community coalition in the Thousand Oaks and Conejo Valley consisting of representatives from the Anti-Defamation League's World of Difference Program, Conejo Recreation and Park District, Esperanza Interface, Many Mansions, Thousand Oaks Police Department, and Ventura County Probation.

DIVERSITY, Inc., facilitates multicultural education for students in the more homogeneous neighborhoods of the Conejo Valley. Adult volunteers are trained by members of DIVERSITY, Inc., to be facilitators for youth discussions on discrimination, racism, valuing cultural differences, learning to respect the rights of others, and taking responsibility for their own behavior. The facilitators conduct four-hour workshops with middle and high school students in the Conejo Valley.

"We knew there were problems in the elementary schools, middle schools, and high schools, and we knew that we had to address them," says Haro, now a member of the board of directors of DIVERSITY, Inc. "This program came out of a need to educate our teachers, our parents, and our students."

Juanita Pryor, the program facilitator, explains the impact of the workshop: "The kids in the schools were very receptive. Part of the discussion process allows them to hear stories from other students who have experienced racism. They hear firsthand that names really do hurt, and this becomes a learning experience that helps change attitudes about other cultures."

Haro has also moved her diversity efforts to a statewide level and was instrumental in forming CaCCCHE (California Council of Cultural Centers in Higher Education), an organization devoted to the exchange of ideas, information, and visions of the future for multicultural centers.

"We all have these multicultural centers–what are we doing? Are the students being represented? And do we all have the same goals and objectives? And are we going to meet those? We decided that we needed to form an organization where we could all be together as one group," she says.

The inaugural meeting of the organization was held last November at the Cross-Cultural Center of the University of California-Irvine.

The goals of CaCCCHE are advocacy, networking and support, and development of a powerful organization for professionals in multicultural education. CaCCCHE is incorporated as a nonprofit organization and has in its future workshops regarding professional development for multicultural center professionals. CaCCCHE can be contacted through its website at http://www.csupomona.edu/cesar_e_chavez_center/CaCCCHE.

Haro considers all this to be just a beginning in tackling the critical problems of today's multi-racial, multi-ethnic communities. And despite her often having to be in two places at one time, she hopes to **expand** her efforts next year.

As Haro points out, "I think that it is important that this small university doesn't just stay **here**–because we have the community out **there** to educate as well as the community on campus."

Buoyed by the positive reaction to the initiatives on campus, Lucia Haro launched DIVERSITY, Inc., a community coalition in the Thousand Oaks and Conejo Valley consisting of representatives from the Anti-Defamation League's World of Difference Program, Conejo Recreation and Park District, Esperanza Interface, Many Mansions, Thousand Oaks Police Department, and Ventura County Probation.

A Well-Planned Path to Success

Family, Friends, Faith and Education

Rebecca Campos has returned to Texas A & M University-Corpus Christi to resume her studies, more determined than ever to attain her career goals of practicing veterinarian medicine and biomedical research. Last summer she attended the University of North Texas Health Science Center in Fort Worth with the Summer Multicultural Advancement for Research Training (SMART) program.

It is not as though Campos has been sitting around waiting for good things to happen. Since becoming a student at Texas A & M in 1995, she has been a computer help desk operator, a volunteer guide at the Texs State Aquarium, and a volunteer lab assistant at the University, as well as a member of Beta Beta Beta, the National Biology Honor Society, the A & M Sociology and Science Clubs, the Texas Marine Mammal Stranding Network, and the Texas Alliance for Minority Participation Stipend Program.

While there, Campos performed research on dogs and also observed canine surgery and necropsies. "If anything, this past summer affirmed my career goals," Campos says. "I've been around animals all my life, taking care of them as though I were a certified veterinarian."

Reinforcing her interest was her physician father, Dr. Juan M. Campos, and her mother, Esther, who has encouraged her daughter to pursue a career in veterinary medicine. "My interest in animals has also been sparked by shows on the Discovery Channel or shows of this kind," said Campos. "I'm fascinated by science as a whole."

Others have noticed the young woman's talents. Last spring, she was awarded a scholarship through the National Hispanic Scholarship Fund. "Dean Diana Marinez was very excited about [my] receiving this honor. It was great knowing she was so enthusiastic about it and that she would be behind me," said Campos, who expressed her thanks as well to the professor who wrote a letter of recommendation for her, Dr. Grady Blount, and for the mentoring and encouragement received from Leti Garza, coordinator of AMP, the Alliance for Minority Participation Program at A & M.

Rebecca Campos, student at Texas A & M-Corpus Christi

Campos adds, "I have to thank another friend who has been supportive in my desire to reach my potential. He has been so faithful, a rock in times of instability. His name is Jesus Christ."

It is not as though Campos has been sitting around waiting for good things to happen. Since becoming a student at Texas A & M in 1995, she has been a computer help-desk operator, a volunteer guide at the Texas State Aquarium, and a volunteer lab assistant at the University, as well as a member of Beta Beta Beta, the National Biology Honor Society, the A & M Sociology and Science Clubs, the Texas Marine Mammal Stranding Network, and the Texas Alliance for Minority Participation Stipend Program.

Campos seeks to eventually earn a doctorate in veterinary medicine and couple it with a master's in business administration, with the thought of ultimately setting up international veterinary clinics.

For other students, Campos has the following advice: "If there is an opportunity open, take it! You never know how far it will take you. It might not seem like much at first, but it could lead to financial blessings, meeting new people and ideas."

Prepared in cooperation with the office of public affairs at Texas A & M University-Corpus Christi.

Minority Fellows Program Cumbres Grants University of Maryland NIH Scholarships

MARCH 13, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 14

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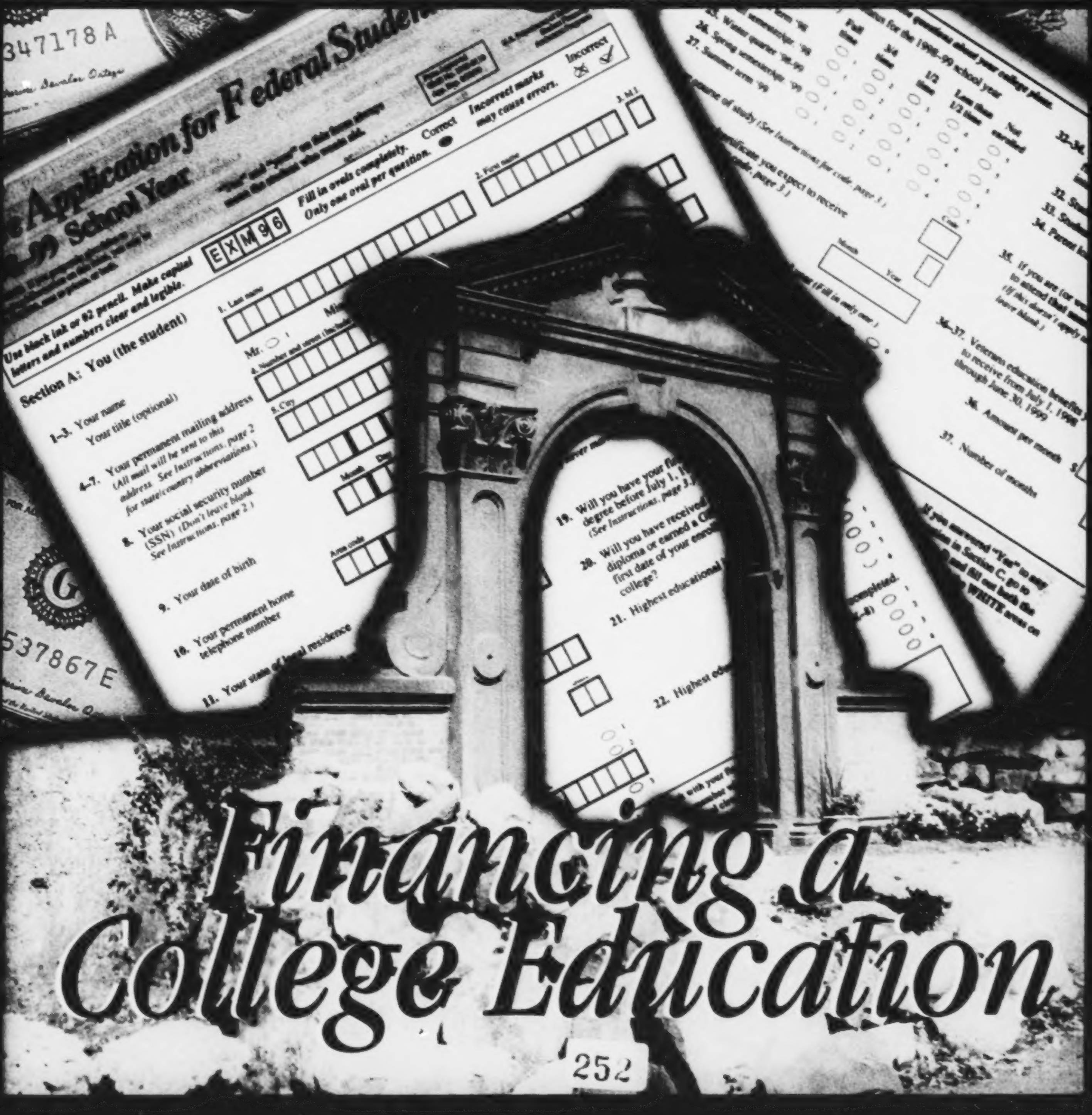
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School Year
Section A: You (the student)
1-3. Your name
Your title (optional)
4-7. Your permanent mailing address
8. Your social security number
9. Your date of birth
10. Your permanent home telephone number
11. Your state of legal residence
19. Will you have your first degree before July 1,
20. Will you have received a diploma or earned a
21. Highest educational
22. Highest edu
36-37. Veterans education benefits
36. Amount per month
37. Number of months

Financing a College Education

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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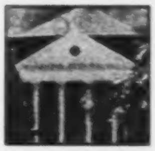

With 24 of its 97 majors ranked among the top in the country and with **Money** *magazine citing it among the 100 best buys, this public institution is attracting top scholars and researchers.*

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Clinton's State of the Union Proposals for Education

BY GUSTAVO A. MELLANDER

Educational initiatives announced by President Clinton in his State of the Union address, if adopted, could help Hispanics. They're aimed at helping schools to modernize, reduce class size, and strengthen urban and rural schools.

In his fiscal year 1999 budget, the president is proposing:

•federal tax credits to pay interest on nearly $22 billion in bonds to build and renovate public schools.

•class size reductions in grades 1-3 to a nationwide average of 18 students, by providing $12 billion over seven years to help school districts hire and pay salaries of an additional 100,000 teachers.

•3-year grants–$10-25 million per year to urban school districts and $250,000 to $3 million to rural school districts and consortia–to support standards-based, district-wide reforms.

Class Size

A national effort to reduce class size would help local schools provide small classes with qualified teachers in the early grades. Its goals are to assure every child personalized attention, a solid foundation for further learning, and the ability to read independently by the end of the third grade.

States would receive funds for teacher training, and new teachers would be required to pass state competency examinations.

Studies confirm what parents and teachers know from experience–small classes promote effective teaching and learning. In a landmark four-year experimental study of class size reduction in grades K-3 in Tennessee, researchers found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools, with the largest effects for students in inner-city classes.

Follow-up studies have shown that these achievement gains continued after the students returned to regular-size classes after third grade. Teachers in the study reported preferring small classes, which enable them to better identify student needs, provide more individual attention, and effectively cover more material.

An initiative is planned to help provide qualified teachers in grades 1-3 by:

•Requiring State Basic Skills Testing of New Teachers

The testing is intended to ensure that new teachers have basic reading and math skills. Each state would select the tests it deems most appropriate for this purpose. Most states have such tests.

Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified or making satisfactory progress toward full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

•Providing Funds for Teacher Training and Testing

Ten percent of the funds in this initiative could be used to promote high quality by:

(1) training faculty in proven practices for teaching reading and effective practices in small classes;

(2) providing mentors or other support for newly hired teachers;

(3) providing incentives to recruit qualified teachers to high poverty schools; and

(4) testing new teachers before they are hired and developing more rigorous tests for beginning teachers.

•Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements

Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within three years, or taking necessary corrective actions–such as additional training, curriculum revision, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools.

School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

High Poverty Schools

Education Opportunity Zones would be established to strengthen public schools and help raise student achievement in high poverty communities. Students would be helped to master the basics where the need is greatest–high poverty urban and rural communities where low expectations, poorly prepared teachers, and overwhelmed school systems create significant barriers.

The Education Department would select approximately 50 high poverty urban and rural school districts that agree to:

(1) use high standards and tests of student achievement to identify and provide help to students, teachers, and schools who need it;

(2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time;

3) end social promotion and turn around failing schools.

Added investments in these communities would be expected to accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. This initiative would invest $200 million in FY'99, and $1.5 billion over five years, to raise achievement and share lessons learned with school districts around the country.

Dr Mellander is a professor at George Mason University

Financing a College Education

Creative Ways to Search for Funds

BY ANTONIO OLIVO

It's a common event: a young woman or man harboring dreams of college gives up on that goal when confronted by the financial nightmare of paying for an advanced education.

In countless versions, this scenario has sustained a perpetual lump in the throat of *el barrio*, where parents wring their hands at college tuition rates that soar far beyond their means.

It explains in part why a majority of the nation's Latino high school graduates have never set foot on a college campus and why, according to the U.S. Census Bureau, many of those who do attend college drop out before reaching their senior year. A staggering 70 percent of the minority college dropouts interviewed last fall by the Boston-based Nellie Mae student loan organization said they decided against graduating because they feared their loan debt was climbing too high.

> ***"Similar to purchasing a car, Latino families ought to practice good consumer etiquette by shopping around for additional funding options."***
>
> ROBERTO GARCÍA,
> ASSOCIATE DIRECTOR
> OF ADMISSIONS,
> COLORADO COLLEGE

Robert García

With tuition prices escalating even higher and the national debate on affirmative action thundering at a fever pitch, experts predict, the road to an advanced degree might be stormier than ever for young Latinos.

But from such turbulence spring new opportunities than can clear the way.

Rallying against new policies–such as those created by Proposition 209 in California–that make it more difficult for minorities to obtain a college education, professional groups and urban community organizations across the country are offering more scholarships and grants to low-income aspirants.

Additionally, two new federal education initiatives–the Hope Scholarship Credit and the Lifetime Learning Credit–allow a family to

Among several scholarship search services now available on the World Wide Web, FASTWEB is the largest, with a database of more than 275,000 funding agencies. It is also free and very simple to use

claim up to $1,500 on their annual tax forms for money spent for tuition and other college expenses.

Where Latinos out of high school were once cornered into considering either community college or the daunting terms of government student loans if they wanted an advanced degree, their options are now open and cheaper, say community activists and university admissions experts interviewed for this article.

"Similar to purchasing a car, Latino families ought to practice good consumer etiquette by shopping around for additional funding options," said Roberto García, associate director of admissions for the liberal arts at Colorado College. "Create as many options as you can. From those will come your best options."

García, who grew up in an all-Latino section of Corpus Christi, Texas, and attended Princeton University during the late 1970s, says that awareness about financial aid options has improved considerably among urban high school counselors from the days when he was first considering college.

Back then, the attitude among counselors was generally negative when it came to college prospects for Latinos, said García, who also counseled minority students in the Princeton University financial aid office for several years. In Texas, "we were told that if you got a good job, you would be okay," he recalled. "As a form of encouragement to Latino students, a teacher would say, 'You would make a good carpenter.'"

Today, there are more counselors at high schools and colleges who are aware of scholarships for minorities and who are willing to support the students who want them, García said.

However, before seeking alternative funding sources, students should concentrate on filling out and turning in as soon as possible the Free Application for Student Aid and other financial aid documents.

"Since 80 percent of all available scholarship money comes from federal and state governments, what I'm likely to advise students is that they should fill out the FAFSA in January," said García. "Most of what's left in the form of grants and loans comes directly from colleges, and a mere one percent of the pot goes to specific or targeted groups that could include Hispanics."

A few noteworthy resources for minority scholarship and grant programs to keep in mind when exploring options with either a high school counselor and college financial aid expert are:

DOLLARS FOR SCHOLARS

Created by the Citizens Scholarship Foundation of America, this is a network of community nonprofit groups geared to raise scholarship money for low-income students.

There are roughly 780 Dollars for Scholars chapters nationwide. From an annual pool of more than $58.3 million awarded to 49,000 students, the scholarships range from $300 to $1,500. Unlike many scholarship groups, Dollars for Scholars allocates awards to third- and fourth-year college students. It prints its applications in both English and Spanish.

Elisa Sánchez, who helps develop new chapters in urban communities, said that the network is holistic in its approach to increasing educational opportunities for minorities. Besides scholarships, the group coordinates extensive outreach and holds regular study groups for its students.

In general, funding groups "need to connect better with students and parents," Sánchez said. "Many parents don't realize that their son or daughter meets the qualifications of a host of scholarships and grants.

"Some parents feel there is no way they can handle the costs of college" and give up on exploring the options with their children, she said. "They feel there is no way they can pay back the loans. We have to help them understand the different avenues available."

FASTWEB.COM

Among several scholarship search services now available on the World Wide Web, FASTWEB is the largest, with a database of more than 275,000 funding agencies. It is also free and very simple to use.

Michael McPherson, President, Macalester College, St. Paul, MN

Start a new **search** and get **results** in five minutes or **less**! It's **free**!

Log in and check your **fastWEB mailbox** for **new awards**!

Welcome to the Internet's largest free scholarship search!

Start the fastWEB scholarship search!

A student can initiate a search on the Chicago-based Web site by typing in his or her name, address, hobbies, and general academic interests. A list of scholarships available to that student is generated within minutes.

A sample search conducted for this article showed that an 18-year-old Latina in East Harlem who harbors interests in international business, journalism, and meteorology was potentially eligible for 25 scholarships. Among them were scholarships offered by the American Meteorological Society, Geoscience Scholarships for Ethnic Minorities, the National Association for Hispanic Journalists, LULAC, ASPIRA, HACER, and the Jackie Robinson Foundation.

Additionally, the Web site offered an array of job-search resources to that hypothetical student.

"By far, it's the best scholarship database available," said Barry McCarty, dean of enrollment services at Lafayette College in Easton, Pa.

"There are many others like it that students should look out for," he said. "The key is that they are easily accessible with computers in high school guidance offices and public libraries."

COLLEGE FINANCIAL AID CONSORTIUMS

When shopping for schools, students should be on the lookout for colleges that enter into financial aid agreements with other schools interested in recruiting students from urban areas. Many liberal arts colleges faced with stiff competition from the larger universities enter into such agreements as a means to boost their enrollment.

The consortiums will generally reach out to minority students with financial aid packages leaning heavily toward grants and scholarships instead of student loans.

"Underprivileged students are generally intimidated by loans and subsequently tend to shy away from a college education when faced with the prospect of entering into a long-term debt," said McCarty.

Along with 25 other schools around the country, Lafayette College, a liberal arts and engineering school with about 2,000 students, belongs to the Consortium for a Strong Minority Presence in Liberal Arts Colleges.

The aim of those schools is to "encourage students [from poor urban areas] to aspire to something beyond their neighborhood," McCarty said. "It is a good investment because these students will hopefully go back into their communities with the skills they learn."

The desire to attain heights beyond what the immediate neighborhood offers has been infused in the Latino conscience for decades. It has also been thwarted by a steady barrage of socio-economic forces at work in minority communities.

Today, those forces push with increasing obstinance against Latinos striving for a college degree. Aside from the backlash against college-bound minorities caused by the affirmative action debate, shrinking college budgets make it more difficult for low-income students to survive at school.

During the past 15 years, government support of public and private four-year schools has dropped to the lowest levels ever since World War II, say economists specializing in higher education.

Consequently, colleges and universities have been forced to recoup a large share of their revenues through tuition, said Morton Owen Shapiro, dean of the College of Letters, Arts and Sciences at the University of California.

In a new book called *The Student Aid Game*, co-authored with economist Michael S. McPherson, Shapiro argues that the gap between the more and the less needy college students has widened as a result of higher tuition and decreasing financial aid available through traditional sources.

"The evidence is really strong that tuition has almost no effect on enrollment rates for high-income kids, but it has a strong effect on low-income kids," Shapiro said.

Since the 1970s, the gap in enrollment rates for whites vs. Latinos grew from approximately three percent to between six and 10 percent, Shapiro said.

McPherson, also president of Macalester College in St. Paul, Minn., added, "The combined effects of tuition increases and limitations on federal student aid might be impairing the ability of lower-income students to gain access to institutions other than community colleges."

It is crucial, therefore, for college-bound Latino students to aggressively pursue traditional financial aid and, at the same time, hunt for alternative funding sources.

"Not everyone should go to college," said Shapiro. "But as long as it's true that really academically talented, low-income students are less likely to go to college than are their less talented but affluent counterparts, then we have a problem in this country.

"Especially in light of the dwindling value of a high school education, we're at risk for creating a permanent underclass," he said.

Roberto García, of Colorado College, emphasized that "we need to be good consumers. There's no question about it.

"Latino students also need to realize that borrowing is not a bad thing," he said. "They often decide that instead of getting into debt, it would be easier to get their parents to help pay for a two-year college."

But with a little education and awareness, García added, "they'll realize that their education is a priceless investment. You can't beat the money you sink into it."

New Leader for National Hispanic Scholarship Fund

Martínez-Tucker the "Best Possible Candidate"

BY INÉS ALICEA

One of the nation's largest providers of financial aid to Hispanic college students, the National Hispanic Scholarship Fund (NHSF), has new leadership. Sara Martínez-Tucker, a former executive with AT&T and an NHSF board member since 1992, took the helm of the San Francisco-based organization in August. She succeeds NHSF co-founder Ernest Robles, who served for 22 years as president and who retired in June.

> ***Worth magazine called the National Hispanic Scholarship Fund the most efficient nonprofit organization in 1994, noting that it spends only 5 percent of funds raised on administrative costs and only 2 percent on fund-raising.***

Sara Martínez-Tucker

Paul Ostergard, president of the Citicorp Foundation in New York and chairman of the NHSF board, said the board members did not have to look far for "the best possible candidate," a person who understood the corporate world, understood NHSF, and someone who could "handle herself well with our supporters."

Since its founding in 1975, NHSF has awarded $31 million to more than 32,000 financially needy Latino college students in all disciplines and at all levels, from community colleges to graduate and professional schools. But more must be done, said Martínez-Tucker, who was listed as one of the one hundred most influential Hispanics in the nation by *Hispanic Business* magazine in October 1997.

One of her first tasks as president and CEO of NHSF has been to develop a strategic plan that calls for doubling the rate of Hispanics earning college degrees, from 9 percent to 18 percent, by 2006. The task seems daunting–the dropout rate among Hispanics is 33 percent, the highest of any racial or ethnic group. In 1995, only 9 percent of

Hispanics age 25 and over had a bachelor's degree.

"We've got to do more to enable our students to get the educations our community needs," she said, adding that low graduation rates and low representation in higher education have negative lifelong consequences. It means that Latinos end up in low-paying service jobs, she said.

Along with pursuing new partnerships with major corporations and private benefactors, she plans to position the NHSF so that it can reach the goal of boosting the number of degreed Latinos, and outlines the steps to be taken. They are as follows:

- Strengthen internal capabilities by developing the organization's infrastructure, including establishing a national headquarters and hiring key staff. Martínez-Tucker said the organization needs to spend more administratively to boost its fund-raising and that the organization has operated without a computer database of its donors and its alumni, for example. "Those databases are necessary to improve outreach and fund-raising efforts," she said.

Worth magazine called the National Hispanic Scholarship Fund the most efficient nonprofit organization in 1994, noting that it spends only 5 percent of funds raised on administrative costs and only 2 percent on fund-raising. "That was a great seal of approval," she said. "It has helped us tremendously. But when you are too efficient, you don't invest in yourself. We need to start investing in ourselves."

- Ensure that current programs, which create more than $3 million per year in scholarships for more than 3,000 Hispanic scholars, are delivered effectively and efficiently.

- Launch new programs to attract more Hispanic students to college and to increase their retention at our nation's colleges and universities. That includes making sure high school students are interested in college.

- Work collaboratively with other Latino organizations that offer scholarships to Latinos.

- Build NHSF's name recognition so that it is as well known as the United Negro College Fund, which has raised $1.3 billion since its inception in 1943.

In its most recent capital drive, Campaign 2000, the United Negro College Fund raised $280 million, exceeding its goal by 12 percent. "Everyone knows who the United Negro College Fund is," said Martínez-Tucker. "They have great brand awareness. They are a role model for us. Why reinvent the wheel?"

NHSF would also like to copy the success of the United Negro College Fund in the area of giving by individuals. Seventeen percent of the United Negro College Fund's monies come from individuals compared to only 5.5 percent at the NHSF.

Martínez-Tucker is guarded in answering why giving by Latino individuals is so low, saying "maybe we haven't asked."

Most of the funds the NHSF receives come from corporations, a whopping 53 percent, and another 34 percent from special events such as fund-raisers. One of the biggest corporate sponsors has been Anheuser-Busch, one of the first companies to get involved with NHSF, with a $3,000 start-up grant.

Martínez-Tucker will draw on her vast and diverse educational and professional background to help NHSF reach its goals. She grew up in Laredo, Texas. She attended the University of Texas at Austin, where she was an honors student and in 1976 received her undergraduate degree in journalism. She worked as a general assignment reporter for the *San Antonio Express* before returning to her alma mater to pursue a master's of business administration degree, completed in 1979.

"My parents struggled to give us a college education. My father always talked to us about having a choice in life, and he said an education would give us that choice," she said. "I want [the NHSF] to be able to give Latinos that choice, to be what they want to be."

Martínez-Tucker said that while the scholarships help give the students that choice, she is aware too from her conversations with Latino students during her travels that they face additional struggles trying to get through college. She said that many of them, particularly those who are the first in the family to attend college, ask for help in getting their families to understand the amount of effort it will take from them to finish college. Many tell her they are asked to take on a multitude of family responsibilities and still try to maintain high grade point averages. Students often tell her that they need mentors in the colleges and help in finding internships and preparing applications for the internships and for financial aid.

Prior to joining NHSF, Martínez-Tucker was enjoying her early retirement from AT&T and serving as an NHSF board member and volunteer. At AT&T, she was national vice president of global business communications systems. During her 16 years with the company, she worked on assignments involving sales, customer service, human resources, and profit and loss responsibilities.

In 1990, she became the first Hispanic female to reach AT&T's executive level with her promotion to director of human resources and quality for its Network Services Division. In her career with AT&T, she was called upon to lead the organizational change and minimize customer impact through

NHSF scholarship recipients represent all Hispanic groups and all regions of the country. In 1996-97, NHSF awarded $3.4 million to 2,634 students. Recipients were primarily Mexican American (70 percent) and female (62.8 percent).

deregulation, divestiture, and the recent trivestiture.

In addition to her work with the NHSF, she currently is vice chair of the Golden Gate University board of trustees and the chair of its academic policy committee. She also is a member of the University of Texas Chancellor's Council, College of Natural Sciences Foundation Advisory Council, and College of Communication Foundation Advisory Council. She was recently elected to the board at Alumnae Resources, a San Francisco-based career transition management firm.

Her time at AT&T, she said, provided her with valuable skills that she will apply to her work at NHSF. Her experience taught her how to grow a business and how to relate to people in the business world.

"I learned that we have to make sure our improvements are sustainable," she said.

NHSF scholarship recipients represent all Hispanic groups and all regions of the country. Census figures determine what percentage of scholarships will be awarded to each group. States in the west and southwest, which have large Latino populations, have the majority of NHSF scholars. In 1996-97, NHSF awarded $3.4 million to 2,634 students. The NHSF recipients for 1996-1997 were primarily Mexican American (70 percent) and female (62.8 percent).

NHSF looks for the well-rounded student with a solid grade point average, financial need, demonstration of leadership, academic achievement, and personal strengths as gleaned from recommendation letters and personal essays. The application period is from August 15 to October 1 each year for undergraduate and graduate students and from October 15 to February 1 for high school seniors. For more information call 1 (800) 736-5219. Students interested in participating in the scholarship program must be U.S. citizens or permanent residents of Hispanic background, must have a minimum 2.5 grade point average, and must be enrolled full-time in college or be a graduating high school senior.

Martínez-Tucker said that many students encountered in her travels, particularly those who are the first in their families to attend college, ask for help in getting their families to understand the amount of effort it will take from them to finish college.

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Deadline March 24th

April 24th Issue: **"TOP 100" Colleges For Hispanics**
Deadline April 7th

May 8th Issue: **Focus on Graduate Schools**
Deadline April 21st

May 22nd Issue: **Hispanics in Health Professions**
Deadline May 5th

June 5th Issue: **Legal Issues in Higher Education**
Deadline May 19th

THE WASHINGTON CENTER®
For Internships and Academic Seminars

Diversity and Decision-Makers

The Minority Leaders Fellowship Program

The Washington Center can point to many of the 23,000 alumni from its 25-year history who launched their successful careers largely through the hands-on experience and access the institution was able to provide.

For nearly 10 years, the Minority Leaders Fellowship Program (MLFP) has drawn hundreds of Latino, African-American, Native American, and Asian Pacific Islander students into the civic process through a blend of credit-bearing academic and career internships in Washington, D.C.

Each semester, students from all over the country arrive at the Washington Center for Internships and Academic Seminars, in the nation's capital, to share in activities aimed ultimately at increasing diversity in our highest positions of power.

Kyle Farmbry, director of diversity leadership for the center, told *HO* that the student program is not unlike the "study abroad" semesters offered now by so many institutions. MLFP has a significant difference, however, in that the culture under examination is the American political system, the U.S. power

Summer 1997 MLFP interns

"We are starting a new initiative that students might be interested in, the Diversity in Congress program, which offers a $2,000 scholarship. And because we are very committed to changing the demographics in a lot of organizations, what we are doing is trying to up the numbers of minority interns on Capitol Hill."

KYLE FARMBRY, DIRECTOR OF DIVERSITY LEADERSHIP, WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS

structure, not the attitudes or latitudes of Europe or Asia. The territory within the Capital Beltway might seem foreign when the students arrive, but the immersion in reality provided through the MLFP prepares them to act effectively on their desires for a place in the political sun.

The Washington Center maintains that many strategies exist for addressing issues of racial and cultural diversity, and it has carved out roles for itself in confronting some of the attendant social, political, and economic inequities.

Farmbry spoke to *HO* of research from a few years back that looked at diversity in the general workplace. The numbers, he said, showed workers of color at about 20 to 25 percent of the total. "But on Capitol Hill, the numbers came to about six percent," and most of them, he added, were at the lowest job levels.

The Washington Center Minority Leadership Fellows Program exists precisely because of that imbalance and others like it.

Since the inception of MLFP in 1989, more than 570 fellows have undergone exciting career development and internship experiences everywhere in Washington, from its television stations and its nonprofit offices to the halls of Congress and even the White House.

Between MLFP and other center programs, about 300 students make the pilgrimage to the capital each semester. About 60 percent are female, a gender imbalance Farmbry suspects arises from its offerings on women and public policy.

The Washington Center considers professional development through internships and similar opportunities to be an important part of a student's overall development, and can point to many of the 23,000 alumni from its 25-year history who launched their successful careers largely through the hands-on experience and access that the institution was able to provide.

With each MLFP class, The Washington Center moves closer to its high-priority goal of preparing minority youth for leadership responsibilities in business, government, and the nonprofit sectors. Its partners in the philanthropic and education communities expect to reap long-term rewards for their investment: the diversity MLFP alumni bring to the leadership at local and national levels, resulting, they believe, in better understanding and service for all people, all communities, and the nation at large.

Program Structure

MLFP draws its strength from a program designed to build the leadership fellows as individuals, and also to teach them the responsibilities of shared leadership, the importance of building consensus, and the need for taking personal risks for larger group development. By the time they complete their training, they are expected to develop a critical awareness of the political process and national policies and the impact of those policies on communities and on individuals. In addition to the political awareness, they are likely to be returning to their communities, their campuses, and their workplaces with a powerful network of resources and newly honed skills.

MLFP has six main components:

1) Introductory Seminar. The students' first week in Washington is a week-long seminar about identity awareness, leadership styles, and civic engagement at a community and national level. Where possible, the seminar ties into the prevailing political and social environment. In Fall 1996, for example, the cases in point centered on the presidential election.

2) Internship Placements. Tuesdays through Fridays, students are placed in internships with organizations located in the District–government and legislative offices, news agencies, and profit and nonprofit companies such as the Children's Defense Fund and Community of Hope, a homeless children's tutorial center. Intern performance on the job is monitored and evaluated by the Washington Center staff and a site supervisor from the site staff.

3)Professional Skill Development and Academic Meetings. MLFP students spend every Monday meeting as a group to review organizational issues at their internship sites and to hear lecturers and engage in workshops. Topics include organizational analysis, community development strategies, and more, and entail related readings.

4) Congressional Breakfast Series and Presidential Lectures. The breakfast series permits interns to meet members of Congress in an informal setting to discuss policy issues. The lecture series puts them together with policy-makers and advocates from business and industry as well as government and the nonprofits. Recent speakers included corporate President and CEO Charlie Black, of Black, Kelly, Scruggs & Healy, and retired Army General Gordon R. Sullivan.

5) Academic Classes. Students are required to take any one of more than 20 classes offered by center faculty. Classes meet once a week. Included are U.S. Constitutional Law, Media and Public Policy, the Civil Rights Movement, Environmental Issues Management, and Women in Public Policy.

6) Portfolio Evaluation. Students

are required to prepare a portfolio based on their semester's experiences. Writing samples, a resume, an in-depth organizational analysis of the organization in which they interned, an analysis of a pressing community issue that concerns them, an informational interview, and a learning objective statement used to evaluate their growth are elements of the portfolio.

Outcomes: A Sampler

More than 573 students of color have participated in MLFP since its founding. Their subsequent achievements underscore the importance of the program's agenda and the aptness of its vision. Students expanded their knowledge of public policy issues, particularly as they affect minorities; learned strategies of cross-cultural collaboration; and gained a broader perspective of local, national, and world issues. Many, including the following, wasted no time in putting their new skills to work.

Daniel Ramírez (Summer 1993).

Daniel graduated from Boise State University in December of 1993. Following his graduation, he was appointed staff assistant to oversee Senator Dirk Kempthorne's office in Nampa, Idaho. In 1994, he was appointed to serve on the Planning and Zoning commission of Nampa, Idaho. In July 1995, he was appointed by Idaho Governor Phil Batt to served on the Idaho Education Commission for a four-year term. Ramírez is currently serving as the Executive Director of the Idaho Commission on Hispanic Affairs. Only 28 years old, he has his eye on a seat in the Idaho State Legislature.

Sarita Alvarado (Fall 1997)

Currently a senior at Montclair State University in Montclair, N.J., Alvarado is interning with the National Association of Latino Elected and Appointed Officials, becoming involved with public policy issues facing Latino community. A political science major, Sarita proposes to serve as an ambassador with the U.S. Foreign Service.

Benes Aldana (Summer 1989)

Aldana participated in the first MLFP class, interning in the office of Congresswoman Cardiss Collins. In 1991, he earned a B.A. in political science, cum laude, from Seattle University, where he was student body president his senior year. Aldana completed University of Washington School of Law in 1994 and then received a direct commission as a lieutenant in the U.S. Coast Guard. Currently assigned at Coast Guard Headquarters in D.C. as one of two appellate government counsels, he is responsible for representing the government in court-martial cases undergoing appellate review. Aldana would like to become the first congressman of Filipino descent elected from the State of Washington.

DeAnza Valencia (Fall 1994)

While in MLFP, Valencia interned in the office of Senator Frank Lautenberg (D-NJ). In the spring of 1996, she graduated with honors from New Mexico State University with a B.A. in government and criminal justice. Since then, she worked as campaign coordinator for State Representative Jerry Sandel and as assistant to the vice president for government relations of Mesa Airlines. Valencia was recently selected as a 1997-98 Congressional Hispanic Caucus Institute Fellow, and is currently working as legislative correspondent with U.S. Senator Jeff Bingaman.

Adria Johnson (Fall 1997)

A journalism major at Texas Christian University in Fort Worth, Johnson worked on her school paper and at several local radio stations and community newspapers. Currently interning with CNN, where she is working with the cable channel's *Impact* program, she calls journalism a noble profession–one with a potential to serve the public that is rivaled by few others, and believes journalists should strive to be "pillars of honesty, unshakable advocates of accuracy and truth."

Thanks to Kyle Farmbry for his help in preparing this article.

From L-R: Representative Loretta Sánchez (D-CA) and Sarita Alvarado, Fall 1996 MLFP Intern.

HO INTERVIEWS THE DIRECTOR

Kyle Farmbry, director of diversity leadership at the Washington Center for Internships and Academic Seminars, joined the Center after working at the National Crime Prevention Council. A Ph.D. candidate, he is pursuing a degree in public administration at Georgetown University.

HO: ***What is it like to work at the Washington Center?***

KF: I've been here three years–in *this* role since the middle of September. It has been wonderful for several reasons. I get a real kick out of watching the students grow between the time they arrive and the time they leave, the tremendous cycle they go on, and the exposure they get here.

Sarita Alvadaro was in the first class I worked with. I begin the day with them every Monday. The students meet as a group then, before going off to their sites the other four days of the week.

I guess about my third meeting with them, I asked the students to share the highlights of their week. One person said, "I had a chance to meet the vice president."

When we got around to Sarita, she had a big smirk on her face. "I met the president and the vice president," she said. President Clinton and Vice President Gore.

THE WASHINGTON CENTER®
For Internships and Academic Seminars

HO: ***What is your role at the center?***

KF: Everything from finding internships for them to recruiting from the campuses. We have a class starting in about two weeks. That will be my first class from start to finish. I originally started as a faculty leader on week-long seminars. The center, in addition to doing internships, has about eight to ten week-long seminars on a variety of issues.

HO: ***How do you recruit students?***

KF: The recruitment process takes place several ways. We have 75 spots for students in this program. Originally the Washington Center had a division that handled recruitment and one for academic affairs. We have liaisons with different universities–formally with about 700 universities.

HO: ***How do students apply for internships?***

KF: We have an application process [see address below]. And we require recommendations from schools or advisors. We've just gone through a change regarding admissions. We traditionally were asking universities to nominate students and through the nomination process to commit to a stipend for students while here, and also to provide the money for the student to get to Washington. Our match would be the $5,500 scholarship. We made a decision a week and a half ago to discontinue the requirement that universities provide that stipend.

Right now, we're recruiting for summer. The deadline for summer is the middle of March. If someone reads this in the middle of March, contact us anyway. We'll be recruiting for the fall session.

HO: ***Are there any age restrictions for interns?***

KF: Most are college juniors and seniors. One of my first students, and probably one of my favorites, was a woman who at age 40 was going to finish off her B.A. just like the 21- and 22-year-olds did.

HO: ***Who pays for the minority fellowships?***

KF: The Washington Center normally charged a progammatic fee–a benefit of the MLFP is that the funders cover it. Normally it comes out to roughly $5,500, which just about covers the apartments where the students live. They're in facilities in northern Virginia that are all metro accessible and very safe neighborhoods–safer than mine! We get the housing for them; we cover all the program fees, which are basically administrative costs.

HO: ***How are the students evaluated?***

KF: There are several criteria the universities grade the students on. They maintain a learning journal, a portfolio, and in that they put all their work experiences. We send that back to the university with a recommended grade based on the portfolio, some on their attendance, their participation, papers, etc. Students also take one course, of the 22 or 23 offered. They get a grade for that as well. All grades are sent back. Credit varies, although most of the schools arrange credit for a full semester–12 to 15 credits. It's like doing a semester of study abroad.

HO: ***How is the Washington Center funded?***

KF: We have a lot of corporate funders championing the center, and they are working pretty actively. There are people like Norman Minetta, a former member of Congress, who joined the Lockheed Martin Corp. He chairs a funding advisory committee. We're also launching a big fund-raising campaign about MLFP but also about the Diversity in Congress program.

HO: ***Are you planning any changes in the program?***

KF: We are starting a new initiative that students might be interested in, the Diversity in Congress program, which offers a $2,000 scholarship. One of the things that we believe in very much is that internships lead to jobs. And because we are very committed to changing the demographics in a lot of organizations, what we are doing is trying to up the numbers of minority interns on Capitol Hill.

HO: ***What part of the experience do students find most exciting?***

KF: The happenings at the internship sites. Adria Johnson is interested in journalism, and she's at CNN every day, working with the likes of Bernard Kalb. And Larry Speakes, the press secretary under Ronald Reagan, met with the students yesterday.

We're giving the students a great opportunity here because they get challenged on different issues. All of them have a really deep interest in what they are doing.

Whether its community work per se or community work from the perspective of a Latino or African American or Native American, this is an incredible opportunity for learning and growing.

HO: ***And what's the most exciting part for you?***

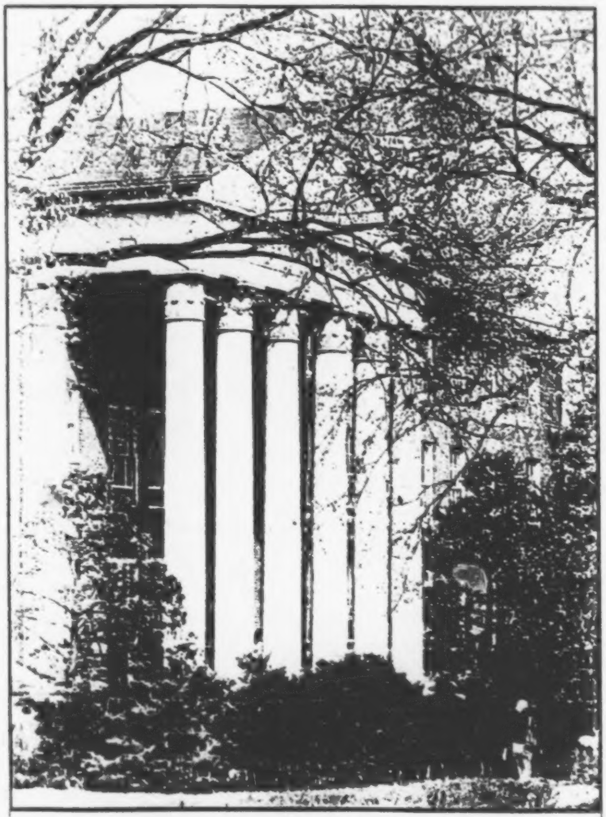
KF: Just to see them really get immersed in the way policy happens here...

The Washington Center
1101 14th Street N.W.
Washington, D.C. 20005-5601
(202) 336-7600

The Honor Roll

University of Maryland College Park

BY ROGER DEITZ



Skinner Building

Many OF THE NATION'S BEST AND BRIGHTEST STUDENTS CAN BE FOUND ATTENDING A PUBLIC INSTITUTION—THE UNIVERSITY OF MARYLAND AT COLLEGE PARK (UMCP).

One such student is the keen-minded Maryland undergraduate who recently discovered a glitch in a popular Microsoft computer software program—an error that the experts had overlooked. Already accepted to schools such as Princeton, Harvard, and Yale, this student is part of a growing number of elite scholars opting instead to study at Maryland's College Park campus.

Special programs such as Gemstone, a two-year-old Maryland creation that focuses on technology, have drawn many top students, offering them the opportunity to apply their imaginative talents to long-term, highly interdisciplinary problem-solving. Perhaps the greatest attraction of all, however, is that this fine education comes at a reasonable cost by today's standard—only $4,460 a year in tuition and fees for Maryland residents, which is tens of thousands of dollars less than a comparable Ivy League education.

In point of fact, UMCP's honors program is ranked one of the top nine in Ivy League Programs at State Prices, and the University recently entered *Money* magazine's list of 100 best college buys. Now Maryland also enters the *Hispanic Outlook* Honor Roll, earning this distinction by its dedication to providing a highest quality education at a reasonable cost to the student.

Over the last couple of decades, the University of Maryland at College Park has grown in stature to become one of the most respected public research universities in the country. Maryland is the only university in the southeastern United States to have both the undergraduate schools of engineering and business ranked in the top 25, according to *U.S. News & World Report*. No other school ranging from Massachusetts to Florida has

President William E. Kirwan

more top-ranked programs in computer science, astronomy, physics, and mathematics than does Maryland. *The Gourman Report* places 24 of Maryland's majors in the top 25 nationally and ranks nine of them in the top 10.

UMCP is the centerpiece institution of the University of Maryland System that originated in 1859 as the Maryland Agricultural College. It was the third such institution in the world. The school became one of the country's first land-grant colleges in 1867 under the Morrill Act. By 1900 the resulting college had begun to bring prosperity to the state through its various agricultural outreach programs. Women were admitted in 1912, and by 1929 they numbered more than 300 and had graduated from every college in the university.

The actual name change to the University of Maryland came in 1920 when the state assumed authority over the agricultural college and joined it with long-established professional schools in Baltimore. In 1988, the College Park campus was officially designated the flagship institution of the newly expanded University of Maryland System, which consists of 11 campuses throughout the state and offers programs at some 200 sites worldwide.

Many of the university's buildings are of classic Georgian style with a number of stately low-rise structures grouped around McKeldin Mall, a 10-acre quadrangle of green lawns, walkways, flower beds, and shade trees bisected by a pool of cascading water. The school's 350 buildings include 44 resident halls that accommodate 8,000 residents. The gently rolling terrain of the campus is a pleasant reminder of the region's pastoral history and the university's agrarian beginning.

Nestled on nearly 1,580 acres in the suburban town of College Park, the university is located in the center of the Baltimore-Washington corridor, just 9 miles from downtown Washington, D.C., and approximately 30 miles from both Baltimore and Annapolis. This location enhances the research efforts of its students and faculty by providing access to some of the finest libraries and research centers

Honor Roll Facts in Brief

INSTITUTION:
University of Maryland College Park

LOCATION:
College Park, Md. 20742
(301) 405-1000

ESTABLISHED:
1859

ENROLLMENT:
24,454 - undergraduate

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION & FEES:
In-state - $4,460

NUMBER OF FACULTY:
Full-time - 2,420
Part-time - 641

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Computer Science
Criminology and Criminal Justice
Psychology
General Business
Government and Politics

INTERNET (Website) ADDRESS:
http://www.umcp.edu

in the country. On campus, the seven libraries that make up the UMCP library system offer more than 2.5 million volumes, more than 5 million microform, and 26,000 current periodical and newspaper subscriptions as well as 843,000 government documents, 213,000 maps, and extensive holdings of phonograph records, CDs, films, filmstrips, slides, prints, and music scores.

Maryland is one of only 30 public research universities in the Association of American Universities, the prestigious higher education organization. It has a chapter of Phi Beta Kappa and is designated as a Carnegie Foundation Research institution, which puts it in the company of Stanford, UC-Berkeley, MIT, and the University of Michigan.

Baccalaureate degrees are offered in 97 disciplines and professional programs in dental hygiene, dentistry, law, medical technology, medicine, nursing, optometry, osteopathic medicine, pharmacy, physical therapy, podiatric medicine, and veterinary medicine. In addition to the undergraduate offerings, there are 94 master's and 73 doctoral programs. Minority students comprise over one-third of the undergraduate enrollment of 24,454. Twenty-four percent of all students come from out of state, with all 50 states and 120 foreign countries represented. Representation from various racial/ethnic groups includes 3,545 undergraduates who are African- American, 3,368 Asian American, and 1,133 Hispanic, with 61 Native Americans also in attendance.

While the cost of a college education continues to rise, students have a variety of financial aid options available to them. Approximately 57 percent of Maryland students receive financial aid. In addition to a wide range of need-based scholarships, grants, and loans, many merit-based awards are also given, including 150 four-year, full-cost, Banneker/Key scholarships that cover all costs for exceptional high school applicants. Outstanding Maryland residents can receive four-year Regents scholarships, and there are more than a dozen other academic awards. Athletic scholarships support men and women "Terrapins," who compete in a variety of sports activities in the Atlantic Coast Conference and within the National Collegiate Athletic Association. Hundreds of substantial departmental awards are given annually as well. In-state tuition accounts for approximately one-fourth of the actual cost of an undergraduate education at College Park, so, in that sense, every Maryland resident receives financial assistance.

President William E. Kirwan told *HO* that a key goal of the university is "to be recognized as among the best managed of U.S. research universities, providing superior facilities and services at affordable cost."

Funding the activities of a forward-looking academic institution with a leading research reputation might seem daunting. In order to keep tuition costs under control, while still supporting the university's commitment to initiatives in the areas of high-quality education, building excellence in research, promoting economic development throughout the school's region, and entrepreneurial activities on campus, President Kirwan has had to be vigilant. He notes, "The university administration is committed to providing financial support for these initiatives through a revitalized resource allocation process. All ongoing and future projects will be evaluated on criteria relevant to the strategic plan.

"For example, proposals for funding must reflect the strategic plan in one or more respects; the proposal must meet standards of quality relative to peer institutions; and they must be cost-effective relative to standards of practice in higher education and the private sector."

Fully two-thirds of the University of Maryland's budget comes from tuition and fees, gifts, grants and contracts, and auxiliary enterprises. Last-year, fund-raising efforts brought the University of Maryland a record $43.8 million in gifts and pledges. The state of Maryland provides approximately one-third of the university's budget.

What are Maryland students getting for their money? The Gemstone program brings together teams of undergraduate students–from engineering, business and management, the social sciences, and the humanities–to spend four years investigating some of the major societal problems of our time. Here students shape their studies into valuable research projects that span disciplines and seek solutions to compelling issues, such as electronic privacy in the Internet era and energy-efficient transportation. The solutions have technological, ethical, social, and economic components, with effective answers coming from an informed study of all aspects of the problem...and through teamwork.

With programs such as Gemstone, it is clear that an education at Maryland pays off, without students paying too much.

A resource of great importance to readers of *Hispanic Outlook* is **DiversityWeb**, part of a Ford Foundation-funded initiative, Diversity Works, that creates new pathways for collaboration and connection via the World Wide Web and more traditional media.

A joint project of the University of Maryland and the American Association of Colleges and Universities, **DiversityWeb** offers access to *Diversity Digest*, a quarterly publication; *Diversity Newsroom*, a media resource; *Diversity Planning Manual*, which analyzes processes, strategies, and results; and *Campus Diversity Profiles*, which eventually will include descriptions from 300 participants in the Ford Foundation Campus Diversity Initiative.

DiversityWeb workrooms offer ongoing access to the latest thinking, planning, and problem-solving of academic colleagues. Separate workrooms are set up for Curriculum Transformation; Institutional Vision, Leadership and Systemic Change; Student Experience and Development; and Affirmative Action.

The Workroom/Bulletin Board leads you to the *Hispanic Outlook* listing and more. http://www.inform.edu/Diversity Web gets you started.

Building a Science Career at the NIH

Scholarships Cover up to $20,000 per Year

BY MARC S. HOROWITZ, J.D., AND
DEBORAH M. BARNES, PH.D.
The authors are on the staff of the National Institutes of Health.

The costs of an undergraduate education are at an all-time high and are likely to increase further. But the news is not all bad. Many organizations, including the National Institutes of Health (NIH), the federal agency that conducts and supports much of the nation's biomedical research, are developing ways to help students meet the financial demands of their undergraduate training.

For qualified undergraduates who are committed to a career in biomedical research, the NIH Undergraduate Scholarship Program for Individuals from Disadvantaged Backgrounds (UGSP) offers the simultaneous benefits of financial assistance and hands-on experience in the NIH's premier research laboratories.

Acceptance into the UGSP is highly competitive, and new UGSP scholars are looking forward to a challenging and rewarding experience.

"I want to use this program as a kind of ladder to get myself out of the poor environment I grew up in," says David Frescas. Now a first-year student at Columbia University

The scholarships, awarded for one-year periods and renewable for as many as four years, cover tuition and other reasonable educational and living expenses up to $20,000 for each academic year.

Students in the National Institutes of Health Undergraduate Scholarship Program. Front, L-R: Dr. Michael Gottesman, Bertha Hidalgo, Lawanda Miller, Amber Gilchrist, Carlos Paz, Andrea Borghese, Tamika Magee. Back, L-R: Kenolisa Onwueme, Ahmed Ismail, Bruce Sabath, Jose Vargas, James Frazier, Eik Cabral in New York City, Frescas' home town is El Paso, Texas.

Of the 360 or so students who graduated from his high school last year, only about 20 are attending college. Frescas is looking forward to his first USGP summer experience at the NIH, in which scholars spend 10 weeks working in laboratories. "Instead of taking the summer off, you get to do research," he says.

Isaac Darko, who moved from Ghana with his family to New York City when he was in eighth grade, is also a first-year student at Columbia. He sees the UGSP as providing a sense of direction. "Most people go to college not knowing what they want to do," Darko says. "Some graduate not knowing. I'm the kind of guy who likes to be supported, not coached." Darko is the first person in his family to attend college, and he wants to become a role model for friends who are still in high school. "I want to be able to tell them, 'This is what I have accomplished,'" he says.

During 1996-97, the inaugural academic year for the UGSP, 12 undergraduate students from schools across the country were accepted into the program. For the 1997-98 academic year, the UGSP has selected 20 new scholars. Of the 32 total UGSP scholars, 39 percent are Hispanic.

The primary goals of the UGSP are to help undergraduate students from disadvantaged backgrounds pursue educational and career opportunities in biomedical research, and to attract these students to long-term research careers at the NIH. The scholarships, awarded for one-year periods and renewable for as many as four years, cover tuition and other reasonable educational and living expenses up to $20,000 for each academic year. In return, recipients must engage in two types of service obligation for each year of scholarship support: (1) before graduation, 10 consecutive weeks of summer service as a paid employee in an NIH research laboratory and (2) after graduation, one year of full-time paid employment in an NIH research laboratory. Both the summer employment and the post-graduation research requirement are designed to provide students with valuable research experience in laboratories at the NIH. An important aspect of both programs is the potential for close working relationships with scientist-mentors who can help provide the students with the advice and encouragement that enhance professional development.

Thirty-nine percent of UGSP scholars are Hispanic.

To determine laboratory assignments for the summer program, each student's interests and skills are matched with an NIH scientist-mentor and research project. During summer 1997, UGSP students worked on a wide range of laboratory projects, among them: mathematical modeling of the rate of substrate flux through the quinolinic pathway of the central nervous system; determining specific enzyme-substrate interactions in the bacterium E. coli; studying gene regulation in a leukemia cell line; evaluating the role of cytokines in the growth of herpes simplex virus type I; identifying the intracellular location of a mutant protein in cells from patients with Hermansky-Pudlak syndrome; devising an efficient chemical method for cleaving carbamate groups from opioid compounds; and understanding how a key intracellular signalling molecule called JAK3 is activated.

UGSP summer scholars also attend several mandatory courses at the NIH that include Laboratory Safety for Summer Research Associates, Working Safely with HIV and Other Bloodborne Pathogens in the Research Laboratory, Radiation Safety, and Ethics for Biomedical Researchers. In addition, students learn about important topics in biomedical research during a series of seminars presented by prominent NIH scientists.

Near the close of the summer program, UGSP scholars participate in NIH Poster Day. Under the guidance of their lab mentors, the students gather and organize information about their research projects that includes background materials, methods and materials used in experiments, any data they have collected, and conclusions they are able to draw. Each gives an oral presentation about the poster, and that presentation is videotaped.

For their 10-week summer service, UGSP student trainees are paid according to their job classification, qualifications, and experience. Students are classified at federal employee levels called General Service (GS) levels (typically, GS-4 to GS-5), which pay approximately $8 to $12 per hour. The UGSP summer scholars reside in housing near the NIH campus in Bethesda, Md., where they have the opportunity to get to know other scholars, share experiences, and make important connections that can contribute to their personal and professional development.

After graduation from their undergraduate institutions, many UGSP scholars will likely attend graduate school or medical school. All 12 of the UGSP scholars for the 1996-97 academic year plan to receive some form of postgraduate education and training. Generally, the NIH UGSP will defer the post-graduation service obligation to enable scholars to complete accredited graduate or medical education programs that would lead to careers in biomedical research. Otherwise, scholars must begin their post-graduate service obligation within 60 days after receiving the undergraduate degree. These positions may include placement at NIH facilities in Bethesda, Poolesville, Frederick, or Baltimore, Md.; Research Triangle, N.C.; Hamilton, Montana; and Phoenix, Ariz.

After graduating from their undergraduate institutions, UGSP scholars are eligible for different positions at the NIH, depending on their academic training and research experience. Those with a bachelor's may be eligible for entry-level or trainee research positions at the GS-5 through -7 levels–$27,851 to $34,487 as of January, 1998. Potential positions could include biologist, microbiologist, chemist, and computer specialist. UGSP scholars who have earned a doctoral degree, a Ph.D., M.D., D.V.M., etc., might be eligible for postdoctoral fellowships at the NIH. Postdoctoral training positions, depending upon education and experience, may start at the equivalent of the GS-11through -12 levels, which pay $39,270 to $47,066 as of January 1998. These training positions involve laboratory-based research for fellows who hold a Ph.D. or training in clinical or basic research for applicants who hold a postdoctoral degree in medicine or dentistry.

Clearly, the NIH UGSP can become an important steppingstone to careers in biomedical research for qualified undergraduates. Successful applicants must be U.S. citizens, permanent residents, or nationals of the U.S. They must be enrolled or accepted for enrollment as full-time students for the

1998-1999 academic year at an accredited undergraduate institution, be from a disadvantaged background, and have a grade point average of 3.5 (on a 4.0 scale) or be within the top 5 percent of their class.

The Department of Health and Human Services (DHHS), which includes the NIH, identifies an individual from a disadvantaged background as someone who (1) comes from an environment that inhibited (but did not prevent) the individual from obtaining the knowledge, skills, and ability required to enroll in an undergraduate institution or (2) comes from a family with an annual income below a threshold level published by the U. S Bureau of the Census and adjusted by the Secretary of DHHS for use in all health professions' programs. Students who are applying to the UGSP under the second category must provide their total financial information, including information on parents' income or spouse's income (if applicable), regardless of the student's taxable status. These students must be of "exceptional financial need (EFN)," as defined by the Secretary of DHHS and as identified by the Financial Aid Director of the undergraduate institution.

Undergraduate students who would like more information about the NIH Undergraduate Scholarship Program for Individuals from Disadvantaged Backgrounds can visit the NIH Web site at http://ugsp.info.nih.gov, send an e-mail message to UGSP@nih.gov, or contact Marc S. Horowitz, J.D., director, Office of Loan Repayment and Scholarship, National Institutes of Health, 7550 Wisconsin Ave., Room 604, Bethesda, Md 20892-9121. Telephone: (800) 528-7689. TTY/TTD: (888) 352-3001. Fax: (301) 402-8098. HO

The Tale of Two Interns

Andrea Borghese, a senior at Lehman College, City University of New York, has already accumulated an impressive list of research credentials.

"I want to do oncology research," she says. She participated in the Einstein-Lehman Partnership for Access to Medicine, a program designed to give students practical research experience. Andrea was placed with an oncologist in private practice. "It was really heartbreaking," she says. "I want to try to find a cure for cancer."

During the past two years, Borghese has moved from the clinic to the lab. In 1996, she was awarded an Undergraduate Scholarship from the National Institutes of Health (NIH). For two summers and a short stint last January, Andrea worked in the Laboratory of Cellular and Molecular Biology at the National Cancer Institute (NCI), which is one of 19 research institutes at the NIH. There, under the guidance of Dr. William LaRochelle, Dr. Bharvin Patel, and Paul Kriebel, she studied how platelet-derived growth factor (PDGF) and interleukin-4 (IL-4), a cytokine, signal cells to activate certain genes and proliferate.

This signal transduction process, as it is called, allows a cell to respond to stimuli such as PDGF and IL-4 in its environment. A key intermediary in the signal transduction process is a molecule called STAT6.

Andrea Borghese

LaRochelle's laboratory discovered that STAT6 exists in three isoforms, different molecular configurations of the molecule that allow it to perform different intracellular functions. One of Borghese's projects was to figure out which isoform of STAT6 does what.

Borghese has not always been at home amidst growth factors and cancer research. About 10 years ago, she moved with her mother and sister to New York City from Quito, Ecuador, where she had lived as a child. Although Quito is the capital of Ecuador, "it's really different from the U.S.," she says. "I am grateful to this country for giving me opportunities that I would never have had in Ecuador because of my family's lack of resources.

"My dream of becoming a physician-scientist is becoming a reality."

Last fall, Borghese presented some of her research findings at the annual meeting of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), and won fourth place for her biomedical research poster. The meeting, held in Houston October 9-12, gave Borghese and other student-investigators a chance to make friends and professional contacts. (For more information about SACNAS, visit its Web site at http://www.sacnas.org.)

After college, Borghese plans to enter an M.D/Ph.D. program where she will train to do clinical research as well as care for patients who have cancer. "I really think I can handle it," she says. "It's my calling."

Erik Cabral seems well on his way toward a career in science and medicine, but things could have turned out very differently for the Stanford University sophomore. "We didn't live in a very nice part of San Jose," Cabral says of his early childhood. "It was a very impoverished, very crime-ridden area."

Although Cabral was always in a gifted and talented program a school, he did not always perform well academically. Ninth grade was a particularly difficult year. "I didn't make the connection between having good grades and being successful," he says. "Many of my friends from that time are now mothers and fathers, or dead or in jail."

But after moving to Santa Clara to live with his father, Cabral gained admittance to his new high school's advanced classes. He slowly earned the respect of teachers, some of whom seemed reluctant to believe that a Hispanic student belonged in advanced courses. Cabral was accepted into the Stanford Medical Youth Science Program as one of three scholars in California and, based on the experience, decided he wanted to attend Stanford and become a scientist or a doctor. He took Advanced Placement courses, went to night school, and was named to a leadership position in the mayor's office. He also took summer courses at Berkeley Mission College and San Jose State University to improve his academic record–"after messing up" during his first year in high school.

Between his junior and senior years of high school, Cabral attended a Washington, D.C., conference for Hispanic youths who are interested in biomedical research and policy development. He was named a National Hispanic Scholar, a Macy National Scholar, elected into the County Youth Hall of Fame, and became a National Merit semifinalist. His education at Stanford is financed by scholarships in excess of $35,000, one of which is from the NIH Undergraduate Scholarship Program (UGSP).

Last summer as a UGSP scholar, Cabral studied the pathogenesis of herpes simplex virus (HSV) Type 1. He worked in the Laboratory of Clinical Investigation at the National Institute of Allergy and Infectious Diseases, which is headed by Dr. Stephen Straus. Dr. Rona LeBlanc, a postdoctoral fellow in the lab, also became Cabral's research mentor. He investigated the role of interleukin-6 (IL-6), a cytokine, in the pathogenesis of HSV. He completed four projects during the summer and did experiments with cultured Vero cells, which are derived from African Green monkey cells, mouse 3T3 cells (a fibroblast cell line), and human fibroblasts. He also studied the effects of HSV infection in mice. "IL-6 does not have an effect on viral growth in cultured cells, but it reactivates a latent infection in the mouse," he says. The next research project is to find out why.

Erik Cabral

Cabral has big plans for the future. "I want to be a surgeon and do clinically based research," he says. "Also, I want to build a bridge between science, medicine, and policy." He would like to start service programs in developing countries such as Mexico, "as well as in communities like the one I came from here in the U.S.," Cabral says. In the meantime, he hopes to find time for other passions–soccer, reading, and writing. "I understand that I have been given an opportunity that I just can't pass up."

Information on NIH clinical and basic research training programs and loan repayment programs can be obtained at http://www.training.nih.gov. Information and applications for the NIH Undergraduate Scholarship Program can be obtained at http://www.ugsp.nih.gov. HO

> ***"I want to build a bridge between science, medicine, and policy...and start service programs in developing countries such as Mexico."***
>
> ERIK CABRAL, STANFORD UNIVERSITY SOPHOMORE, NIH SCHOLARSHIP RECIPIENT

Colorado's *Cumbres*

Hispanic Alumni Tapped as Mentors

BY KEN MCCONNELLOGUE

The first group of 42 **Cumbres** ***students, who came from across Colorado, began their studies last fall. The program will prepare students to earn teaching degrees as well as state endorsement in bilingual education and/or English as a Second Language.***

When Pres Montoya was first a student at the University of Northern Colorado in the early 1970s, college could easily have overwhelmed him. But he received support from a variety of people who helped him travel the road to graduation.

Montoya, now a successful businessman in Greeley, Colo., wanted to do the same for a new generation of Hispanic college students while also attacking the chronic shortage of Hispanic classroom teachers. He was one of the founders of the Hispanic Alumni Partnership, which started the *Cumbres* program at Northern Colorado.

The *Cumbres* (Peaks) program aims to recruit, retain, and graduate 100 Hispanic students each year over the next five years who will go into the teacher education program. It is a partnership between UNC's Hispanic alumni and its Colleges of Education and Arts & Sciences. The first group of students (42, due to a short recruiting window at the start of the program) recently completed its first semester. The program's goal is to improve teacher preparation for the instruction of language-minority students, children of poverty, and Hispanics.

"The whole idea of individual attention for Hispanics is no different from when I was going to college," Montoya said. "A lot of these students are first-generation college students, and the experience can be intimidating. We believe this program will help students while also meeting a vital need in classrooms in Colorado and the nation."

According to the Colorado Department of Education, 18.8 per-

Addie Padilla, a student in the University of Northern Colorado's Cumbres Program, works with professor Mathew Jockers during an English class.

cent of Colorado's 673,438 students are Hispanic, but only 5.9 percent of Colorado's 37,408 classroom teachers are Hispanic. Nationally, it is estimated that one in three public school students is a minority. An estimated three percent of teachers are Hispanic.

"We believe that our *Cumbres* students will not only help address the shortage of Hispanic classroom teachers, but they will become role models who can have a significant impact on the students they will teach," said Ernest Andrade, a UNC alumnus and former school administrator who directs the *Cumbres* program.

The students will have role models of their own. Each student is paired with a mentor, many of them Hispanic alumni of the institution, who will guide the student through her or his studies, provide advice, and be a sounding board.

"The mentors show students that there is someone who cares about them, someone who has experienced many of the same things the *Cumbres* students are going through," Andrade said. "The mentors are also successful people who can show these students the rewards that come from hard work and commitment to education."

The first group of 42 *Cumbres* students, who came from across Colorado, began their studies last fall. They are grouped into cohorts that allow them to take some classes together. The program will prepare students to earn teaching degrees as well as state endorsement in bilingual education and/or English as a Second Language. The early success of the program was demonstrated by a 93 percent student retention rate after the first semester.

Each student receives about $1,500 in grant support. The program received a boost recently when the late Pulitzer Prize-winning author James A. Michener, who earned a master's degree in education from UNC in 1937, donated $100,000 to endow the James A. Michener *Cumbres* Scholarship.

Cumbres has oversight internally and externally. An internal task force comprising a variety of academic and financial support services examines the academic program, policies, practices, and financial considerations. The task force addresses a wide range of issues, from the content of curriculum to ways to raise money to support the program. An external task force of educators, alumni, and business people around Colorado works to ensure that the program is on track to meet its objectives.

For more information on the program, call Gary Gullickson, UNC director of admissions, (970) 351-2881, or Ernest Andrade, program director, at (970) 356-7754, or write to either at Carter Hall 3006, University of Northern Colorado, Greeley, Colo., 80639.

> **"Cumbres *students will not only help address the shortage of Hispanic classroom teachers, but they will become role models who can have a significant impact on the students they will teach."***
>
> ERNEST ANDRADE, DIRECTOR, *CUMBRES* PROGRAM.

LOOKING IN A MIRROR

It was as if María López were looking in a mirror.

In reality, she was actually looking at a young Hispanic girl from Longmont, Colo., currently attending the University of Northern Colorado. She was the first in her family to go to college and a bit apprehensive. Her father had died young, her mother spoke little English, and she had to assume family responsibilities that most girls her age cannot imagine. She lived in Belford Hall on campus and dreamed of becoming a teacher.

López, associate dean of UNC's College of Arts and Sciences, could have been looking at herself as a UNC first-year student in the 1960s, but she was looking at Reyna Retana, one of 42 students in the university's *Cumbres* program. A key component of *Cumbres* is the pairing of students with mentors who will help guide them through the often unfamiliar waters of higher education.

López was randomly selected to be Retana's mentor. At their first meeting, they discovered similarities that were almost eerie, including the same home town and the same family circumstances. They even lived in the same dorm room and slept in the same bed, some 25 years apart. "I feel like someone's reliving my life, only I'm still here," López said.

For Retana, meeting a successful woman like López, one who has had so many similar experiences, makes the transition to higher education easier.

"She has helped me out a lot," Retana said. "I have a mentor and tutors, and I'm making friends in the program."

López said that her own experience in college showed her the value of support. "I made it through everything I did in college totally alone, and it was really scary," she said. "Young people need support from many sources and from many perspectives. Mentors can do that."

On Creating Success

People, Programs, New Construction

BY MAX CASTILLO

As a true campus of the future, the University of Houston-Downtown (UHD) serves a nontraditional student population–diverse in ethnicity, age, and financial backgrounds–that is a model for university enrollment of that future.

In the 11th annual ***America's Best Colleges*** guidebook, ***U.S. News & World Report*** named UHD one of the nation's most ethnically diverse institutions of higher learning with its student population of 31 percent Hispanic, 29 percent Anglo, 25 percent African-American, 11 percent Asian American, and 4 percent international students. The four-year university now enrolls about 8,200 students. It has been recognized as an HSI–Hispanic-serving institution.

Diversity is and always has been a distinguishing characteristic of the University of Houston-Downtown. One of the qualities that makes us unique is that we mirror the rich diversity of our city and our nation. I have always maintained that without diversity, there is no excellence.

UH-Downtown (UHD) Faculty Senate President Linda Gratch presents university President Max Castillo with a special plaque to honor and recognize his work on the occasion of passage of Texas Senate Bill 591, which removes restrictions on graduate education and programs at the downtown Houston university.

"I have always maintained that without diversity, there is no excellence."

MAXIMO CASTILLO,
PRESIDENT,
UNIVERSITY OF
HOUSTON-DOWNTOWN

This conviction is reinforced by the National Center for Education Statistics' (NCES) prediction of an upswing in college enrollment by the year 2004 to 15.9 million students, which will be a more racially and ethnically diverse group.

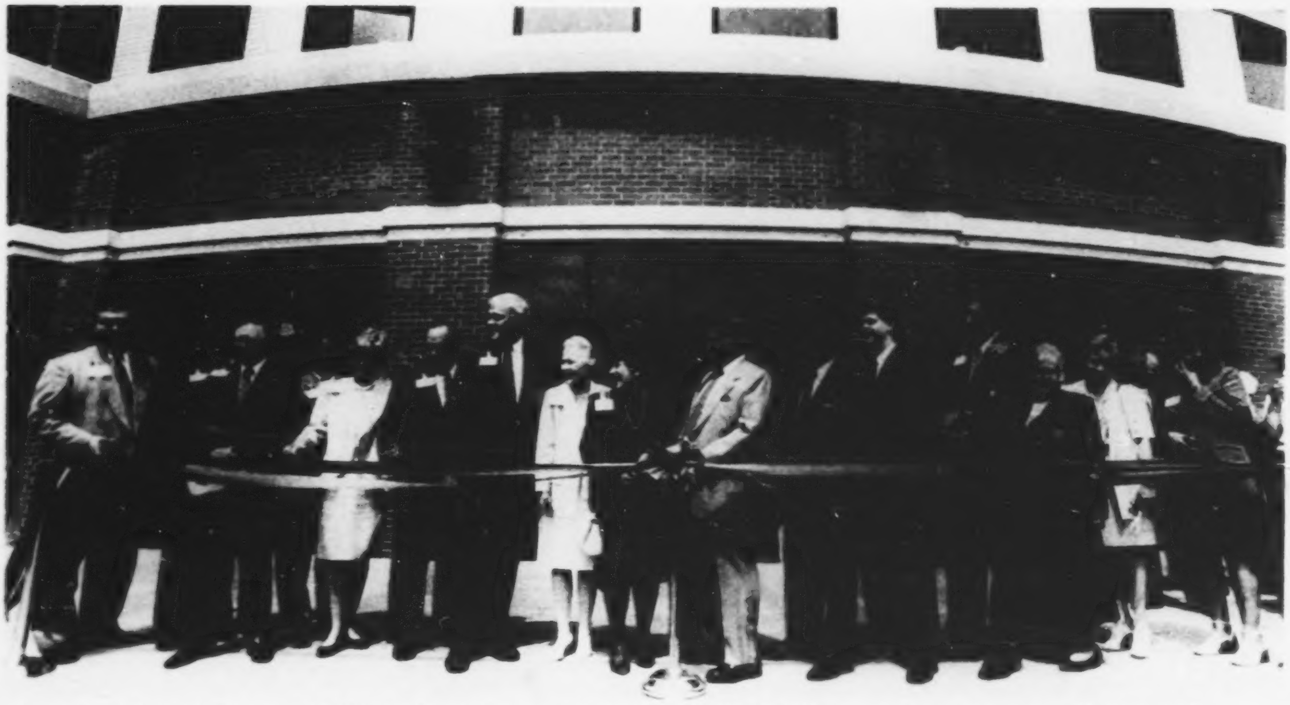
UHD's older working students reflect another growing national trend. The NCES reports that 42 percent of all U.S. college students are older than 24. Nearly two-thirds of UHD students are 23 years or older.

More than half of UHD students have registered part time, and many of them attend classes on day/night or night-only schedules. The university is reaching out to more and more students–with telecourses, flexible Weekend College schedules, and off-campus courses in two new suburban campus collaborative locations.

Begun in 1994, enrollment in the Weekend College has increased by 40 percent to nearly 1,200 students. Students in the program may earn two bachelor's degrees.

Nationally, 58 percent of adult college students are women. At UHD, a comparable 54 percent of students are women.

UHD is moving in several new directions by adopting the first major change in its mission statement, which will allow the addition of selected graduate programs. And the first new campus construction



The University of Houston-Downtown (UHD) Grand Opening for two new buildings showcased UHD's $22.9 million Academic Building and the Wilhelmina Cullen Robertson Auditorium (picture behind ribbon cutting event).

since the university's founding as an urban university in 1974 has added traditional and high-technology classrooms as well as much-needed student recreation facilities.

Late last year, the Texas Higher Education Coordinating Board approved the new university mission statement and an expansion of the university's table of programs. A legislative bill sponsored by Texas Sen. Mario Gallegos, D-Houston, and a companion House Bill sponsored by Texas Rep. Kevin Bailey, also D-Houston, were approved this year by the Texas Legislature. That legislation paves the way for UHD to gain approval from the Coordinating Board on individual graduate courses and programs.

We are eager to develop programs in certain discipline areas, and our provost, Dr. Molly Woods, says that the expanded table of programs creates those new degree opportunities.

We now have the option of adding bachelor's degrees in Spanish language and literature, in speech communication, in biology, chemistry and physics, and in psychology, public administration, history, political science, and sociology.

While the university's focus will continue to be on undergraduate education, the addition of graduate courses in specialized degree programs, such as criminal justice, will give students added flexibility as they advance in their educational journeys.

Strong coordination and linked cooperation among administration and faculty were required to win both Coordination Board and Texas Legislature approvals. At UHD, shared governance and a team approach to shared goals has worked well.

UHD Faculty Senate President Linda Gratch, an associate professor of psychology, described this university recently as a "unique experience" in higher education relations. Speaking at a Faculty-Staff Convocation here, her remarks included these kind words:

"I have learned–especially after this past year, as I have become more involved in faculty governance issues that are problematic around the country–that what we have here is fantastic.

"I don't believe, for example, that there is the standard chasm between faculty and administration here. They–like we–care about the multiple purposes of this university and that it runs well and fairly. That is not a common sentiment in universities around the country!

"Here at UH-Downtown, we have one of the most diverse student and university communities in the country–and we have the unique chance to live and work in it, and serve it well."

In a separate, exciting move at UHD, two new buildings have been opened, the three-level Jesse H. Jones Student Life Center and five-level Academic Building. The new buildings complement the original One Main Street Building, a renovated downtown office building.

Houston Endowment Inc., a civic philanthropy, fully funded construction and maintenance costs for the Student Life Center. The Texas Legislature authorized the use of $22.4 million in tuition revenue bonds for the academic building in 1993.

The Cullen Foundation, another major philanthropy, donated $1.5 million for enhancements to the Academic Building, which include an auditorium, large meeting rooms and lecture halls, and 34 classrooms and study areas. The intangibles include stunning views of the city's soaring skyline.

When I look at our downtown university, which serves one of the most diverse student populations of any university in the western United States, with a learning environment geared to flexibility and convenience, I see the future of higher education.

PhD Project National Hispanic Corporate Council Inroads Internship Program

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Editorial Office: The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O.Box 68, Paramus, New Jersey 07652

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A CAPITOL VIEW

Gore Presents Administration's Hispanic Initiatives

BY GUSTAVO A. MELLANDER

Vice President Al Gore recently unveiled the Clinton administration's Hispanic Education Action Plan amid considerable fanfare to a group of Hispanic luminaries here in Washington. The $600-million program targets disadvantaged students, many of whom are Hispanic. Funding that is specifically designated for Hispanic students from pre-school to college level as well as for the needs of adults, migrant workers, and those trying to learn English is to be increased as well.

Gore followed up on the president's State of the Union address in which Clinton restated his commitment to excellence in education for all Americans. He emphasized the nation's ever-growing Hispanic population and how to best serve its educational needs.

Based on the premise that America cannot prosper as a nation unless educational opportunity is afforded all children, Gore's presentation had a strong pragmatic tinge.

Today, about 14 percent of the school-age population is Hispanic. By 2020, the proportion will grow to about 22 percent. Hispanics as a group rank among the nation's most educationally disadvantaged. At present they comprise only 8 percent of the nation's college students.

The Clinton administration's proposed FY'99 Budget is designed to address this educational disparity. The $600 million dollars, if approved by Congress, are to be allocated among five major categories in a comprehensive action plan. The plan is anchored on high academic standards and research-based, wide-ranging school reform recommendations.

Briefly outlined, the plan provides:

I. $393 Million to Strengthen Basic Reading and Math Skills

President Clinton proposes to increase funding for Title I–the nation's largest elementary and secondary program–by 5.3 percent. That $393 million increase is to be targeted to meet critical math and reading needs of all disadvantaged students, 32 percent of whom are Latino. "Students, including those with limited English skills, must be held to challenging academic standards, with a firm foundation in reading and math," Gore stated.

II. $66 Million to Train 20,000 Teachers to Teach Students English, and to Help Adults Learn English

A 17 percent increase–$33 million–in the federal program for children with limited English skills is proposed to help train 20,000 teachers over the next five years. Their mission would be to teach English more effectively, in the context of higher academic standards.

A $33 million increase in adult education funding is designed to provide more parents and other adults with English training.

The proposal also provides for the first year of a five-year, $100-million effort to promote model approaches to adult English as a Second Language (ESL) programs.

III. $30 Million to Transform Schools with High Dropout Rates

Hispanics have one of the highest high school dropout rates of any group in the country. In some Hispanic school districts, up to 40 percent of all students who start the first grade are destined never to complete high school. Clinton is calling for a 25 percent expansion of a new effort to reform failing schools, specifically targeting schools with high dropout rates.

This increase will allow low-achieving schools to receive expert advice and targeted suggestions on how to adopt research-based models to improve teaching and learning.

IV. $69 Million to Prepare Disadvantaged Youth for Success in College

The federal TRIO programs fund outreach and support programs to help disadvantaged students prepare for and successfully complete college, through counseling and academic assistance.

One of the programs–Upward Bound, which helps high school students with academic preparation for college–has been found to be especially helpful for Hispanic youth. Gore announced a $40-million (20 percent) increase in funding for Upward Bound.

All other TRIO programs would receive a total increase of $13 million. In addition, the federal program to strengthen colleges with large Latino populations is slated for a $16 million–133 percent–increase.

V. $60 Million to Improve Education Programs for Migrant Youth and Adults

Migrant families continue to face particularly difficult obstacles to securing the education and training they need to improve their standard of living. Clinton is therefore seeking a significant increase in several migrant programs.

A 16 percent increase–$50 million–is sought for the Migrant Education Program. Funding for the popular High School Equivalency Program (HEP) will increase by 31 percent, a dollar addition of $2.4 million.

The College Assistance Migrant Program (CAMP) would increase by 138 percent, or $2.9 million. A Migrant Youth Job Training Demonstration program would be established with a new $5 million.

"America's future prosperity depends on our ability to provide a sound education to all of our children," said Gore. "The president's Hispanic Education initiative will offer Latino students a better chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the 21st century."

Gore presented Clinton's budget requests with conviction and sketched a scenario that could benefit many Hispanics. Congress and all the vested interest groups are yet to be heard from.

Dr. Mellander is a professor at George Mason University.

The PhD Project: Giving Something Back

Talented Minorities as Business School Faculty

BY INES ALICEA

The PhD Project was designed to recruit Hispanic, African-American, and Native American business executives from the corporate world to doctoral programs and teaching positions to diversify the faculty at business schools nationwide.

Peter Aranda seemed to have it all. He moved quickly through the ranks of a major entertainment company, was making a good salary, and was considered a big success. But something was nagging him now and then for years. He wanted to further his education.

"I thought off and on about getting a Ph.D.," said Aranda, 37. "You have to think long and hard about this kind of decision."

Though he had a master's degree in business and one in engineering, he came from a long line of professors and teachers and was feeling the call to service. He was invited to attend a conference sponsored by a relatively new organization called The PhD Project, and the conference changed his life. He decided to leave the corporate world and pursue a Ph.D. so that he too could teach.

"The professors and other Ph.D. students involved with the PhD Project provided the inspiration and guidance I needed to commit to the idea of earning a Ph.D.," said Aranda, a Hispanic now pursuing a doctorate in strategic management at Columbia University in New York. "I felt the time was right. It feels wonderful to be able to contribute by giving something back to my community and to greater society."

Launched in 1994, the PhD Project was designed to recruit Hispanic, African-American, and Native American business executives from the corporate world to doctoral programs and later to faculty positions to diversify the faculties of business schools nationwide. The ultimate goal is to draw more minorities to corporate America by increasing the number of minorities on business school faculties. Research shows that more minority mentors at the college level leads to more minority students considering the business world as a viable

Peter Aranda

option. Program organizers say that the presence of minority faculty also helps students of color to persist in college.

Bill Laidlaw, executive vice president for the Association for Management Education in St. Louis, Mo., one of the sponsors of the PhD Project, said that a diverse faculty can also help make business schools a friendlier environment for minority students because minority faculty contribute to the teaching materials, case studies, and research conducted.

"When we began the PhD Project in 1994, many people looked at the nearly all-white faculties at most business schools and questioned whether large numbers of minorities had interest in becoming business school professors," said Bernard J. Milano, director of the PhD Project and executive director of the KPMG Peat Marwick Foundation, which cosponsors the project with the Graduate Management Admission Council.

In 1996, 16 Hispanics and 22 African Americans served as faculty members at business schools nationwide. Hispanics comprise only 2.6 percent of all business doctoral students, and minorities overall comprise only 4.8 percent of business faculty, according to project organizers.

> ***"When we began,...many people looked at the nearly all-white faculties at most business schools and questioned whether large numbers of minorities had interest in becoming business school professors."***
>
> BERNARD J. MILANO,
>
> DIRECTOR OF THE PHD PROJECT AND EXECUTIVE
>
> DIRECTOR OF THE KPMG PEAT MARWICK FOUNDATION

Bernie Milano

"Diverse faculty will much better prepare all students to work in diverse work environments," Milano added.

Once the program was launched, Milano said they discovered that minority students were indeed interested. But the key to the program's success, said Milano, is to focus outreach efforts on the nation's brightest and most talented minority professionals working at corporations and then to provide a central location–an annual conference–where they can meet with Ph.D. students and school officials to learn more about what it takes to pursue and complete the degree. At the conference, potential students learn about the enrollment process, available funds, and curriculum possibilities at the 75 or so colleges and universities offering doctorates in business.

"This works because there is a felt need and we found a way to link the need with programs that have resources to meet that need," said Laidlaw, speaking of the process of getting potential students and universities together.

The PhD Project distributes applications to potential minority doctoral candidates and screens all applicants. About one-third of the applicants are invited to attend the yearly conference. The message for the conference attendees is clear–careers in academia are viable, challenging, rewarding–and a great opportunity to have an impact on the lives of thousands of future executives and business leaders. Program organizers stress to interested students that a career in teaching can be family-friendly.

"If family is something you value, you can manage your life so you can spend quality time with them," said Laidlaw.

Another message that they impart to prospective students is that a Ph.D. doesn't always cost money. Typically tuition is waived, and doctoral students earn stipends for research or teaching work. In addition, business school professors are surprisingly well-paid–earning as much as $100,000 per year, he said.

In the PhD Project's first two years, an average 116 minority students entered doctoral programs in business, a 32 percent increase over the year before. The project's first graduating class will be in June 1999.

The program has successfully increased the numbers of students pursuing Ph.D.s because the students are interested, the corporations are supportive of the program, even though they know they will lose some employees in the short run, and because the universities have been enthusiastic partners in the organization's work, said Milano.

"It's a tremendous three-sided partnership," said Milano.

Milano cited three major reasons why students decide to leave their corporate careers for teaching. Many of the students involved in the PhD Project are the first in their family to attend college–they recall key people in their academic careers who were influential, and they would like to give something back to society, he said. Secondly, the students enjoy the flexibility that an academic career can offer, additional time for families, perhaps. Lastly, academic careers can often offer more stability than jobs in the corporate world, where mergers and liquidation are not uncommon, he said.

Aranda said that the flexibility attracted him, the idea of having more time to spend with his two children. Formerly a vice president of operations of the entertainment and communications giant MCA, he moved his family to New York City from northern California after receiving a full fellowship from Columbia University. He is focusing his research on business strategy.

"This is a career where you can give something to the community at large," Aranda said. "That's a rewarding thing." He noted that there aren't many careers where you can have that reward and at the same time be well compensated financially.

In his first year, Aranda, a native of Southern California, qualified both semesters for the Dean's Honor List. Recently he has teamed up with Professor Don Hambrick, chairman of the management department at Columbia, to research corporate tenures of high-level executives. Aranda said that he feels fortunate to work so closely with such a respected member of the academic community.

Aranda plans on attending next year's PhD Project conference to "reach out to more people to get them excited about earning a Ph.D. in business and becoming a role model." The future professor credits positive role models for inspiring much of his success and applauds the PhD Project organizers for their efforts.

> ***"This is a career where you can give something to the community at large."***
>
> PETER ARANDA, DOCTORAL CANDIDATE

Aranda said that he feels his presence in the classroom is not only important for minority students but for the majority population of students as well.

"When you have minority faculty members, it gives the majority population the opportunity to interact with persons of color, which they might not have done previously," said Aranda, who also works as a consultant while he studies.

Milano said that the doctoral students have virtually an immediate impact on the campus where they pursue their studies.

"Doctoral students frequently become teaching assistants by the second year of the program," said Milano. "Diversifying the front of the classroom has already begun. That can't happen fast enough for corporate America, which needs talented minorities to meet the demands of today's and tomorrow's marketplace, and also to have all future corporate employees better prepared to perform well in a multicultural work environment."

But Milano said that program participants still face several challenges. One is to be sure that their families support their decision to pursue a Ph.D. This is especially important for those who are married. Another is to be sure that their financial lives are in order because, as students, their incomes are likely to decrease somewhat.

"Once you have students in a doctoral program, you can't declare a victory because the dropout rate ranges from 25 to 33 percent," said Milano.

But Laidlaw said that once the students complete the program, they can expect a successful job hunt as all of the business schools "are in the market for minority business faculty."

"If you look at the individuals," he said of the enrollees, "there is a tremendous sense of hope that 'we can make a difference.'"

Other sponsors of the PhD Project include Citibank, Texaco, Ford Motor Company, Abbott Laboratories, Fannie Mae Foundation, General Mills Foundation, James S. Kemper Foundation, Westinghouse Foundation, and Chrysler Corporation Fund.

Advertising: The Beckoning Career

Growing Hispanic Market Spurs Opportunity

BY BILL DUGGAN

Advertising: a noun...the action of calling something to the attention of the public, especially by paid announcements.

Propaganda: the Spanish word for advertising.

And as the Hispanic population experiences dramatic growth here in the U.S., propaganda directed specifically to Hispanics has also shown dramatic growth.

Advertisers have always targeted youth–growing segments of the population and segments with money. The Hispanic market has all these characteristics.

The U.S. Hispanic population is more than 30 million strong. It is increasing at five times the rate of the general population and it is

The U.S. Hispanic population is more than 30 million strong. It is increasing at five times the rate of the general population and is now the 5th largest Hispanic market in the world.

Maribel Padin

now the 5th largest Hispanic market in the world. And the U.S. Hispanic market is youthful, with a median age of 27 compared with the 37-year-old median age of white Americans. According to the *Wall Street Journal*, the Hispanic share of U.S. spending was estimated to be about $350 billion in 1997. The advertising world has taken notice.

There are more ad agencies specializing in the Hispanic market, more Hispanic media outlets, and more money being spent on advertising to the Hispanic market than ever before. And more young Hispanics are making advertising their career choice.

Hispanic Business estimated advertising expenditures in the Hispanic market at $1.4 billion in 1997, up more than 30 percent from just two years prior. The leading spender was package goods giant Procter & Gamble.

The Hispanic ad agency FOVA handles much of the P&G business directed to the Hispanic community, including brands such as Downy, Cover Girl, Head & Shoulders, Oil of Olay, and Pantene. Maribel Padin, a Puerto Rican by background, is in the creative department at FOVA and has worked on virtually all their P&G brands during her three years at the agency.

Padin's background has made her well suited to a career in advertising. She has a B.A. in communications from the University of the Sacred Heart in San Juan where she specialized in film, TV, and radio. As an assistant producer at FOVA, Padin works on broadcast and print projects. "We make it happen" is the way she describes the job of the producer.

Surprisingly, experienced Hispanic ad professionals are in short supply, according to Lamberto Cruz, Managing Partner at FOVA. "We will rely more on new graduates than ever before," says Cruz.

For TV, a producer helps bring an idea to life, taking it from a storyboard to a finished spot. Or a producer could take a commercial or print ad initially developed for the general market and adapt it to the Hispanic market, as in the case of the Pantene ad shown here. Padin describes that process as being "like a puzzle" because various elements such as copy, artwork, logos, and package shots might need to be reconfigured for the Hispanic adaptation, especially since Spanish language copy usually runs longer.

Another interesting project that Padin worked on was Starburst, for client M&M Mars. Here, FOVA developed a TV commercial specifically for the Hispanic market. The process was a bit unusual. The agency actually asked Hispanic high school students to come up with their own concepts for a Starburst TV commercial. Working through local Boards of Education in Los Angeles, Miami, and New York, FOVA was put in touch with Hispanic high school students. They briefed the students on the brand's background and the specific campaign objectives, as they would their own creative staff. Students then worked in teams of two to develop advertising ideas. The response was so good that two winning teams were chosen, both from Los Angeles.

And both winning ideas were made into actual Starburst commercials for the Hispanic market. Each winning team member received a $10,000 scholarship for college. And five runner-up teams received a $2,500 college scholarship for each team member. More importantly, according to Padin, "the project provided all the participating students with inspiration and perspective on what a career in advertising is all about."

Another young Hispanic professional who has chosen advertising as a career is Sandra Alfaro. Alfaro is a first-generation Peruvian American–the first member of her family to be born in the United States. Alfaro attended American University, where she double majored in international business and marketing. Her desire for a career that combines marketing with her Hispanic culture lead Alfaro to a position with Conill, the Hispanic subsidiary of advertising giant Saatchi & Saatchi. Last year she joined Vidal, Reynardus & Moya, a leading independent agency that specializes in the Hispanic market.

As an account manager, Alfaro is the ad agency generalist. She is the key liaison with her clients and coordinates the work of the various ad agency departments. "First and foremost, my job is to build healthy client/agency relationships and instill a trust in my clients that we are the Hispanic market experts," she says.

Sandra Alfaro

Alfaro's current clients include Schering-Plough (Dr. Scholl's and Lotrimin), McDonald's for the tristate region (New Jersey, New York, and Connecticut), and the National Crime Prevention Council. Schering-Plough is embarking on its first-ever Hispanic communications programs for Dr. Scholl's and Lotrimin. Therefore, advertising must not only introduce these brands to the Hispanic market but also educate consumers on the products themselves.

McDonald's is a highly active account for Vida, Reynadus & Moya. And according to Alfaro, "McDonald's' advertising for the Hispanic market is completely different than the advertising for the general market." Hispanic advertising for McDonald's, for example, would typically show families eating together while advertising for the general market might show a single person having a quickie meal. The difference is due to the fact that Hispanic families eat together and spend more time together than do their general market counterparts.

The Association of Hispanic Advertising Agencies was formed in 1996. Its number one goal is to increase the amount of money marketers spend to advertise to the Hispanic market. A public awareness campaign is targeting CEOs and presidents as well as the media to direct attention to member agencies.

Vidal's advertising for the National Crime Prevention Council uses the familiar character McGruff, known in Spanish as *El Perro Guardián*. While crime was viewed as a serious problem by the Hispanic community, there was an overall lack of crime prevention awareness. The challenge was to persuade the Hispanic viewer that it is possible to prevent crime and also that taking action against crime is a highly desirable social action.

Since the general market tagline of "Take a Bite out of Crime" loses its meaning when translated into Spanish, Alfaro and her team came up with the new tagline of "*UNETE a La Lucha Contra el Crimen*" (UNITE in the Fight Against Crime). A billboard from the highly successful campaign is shown here.

As the number of Hispanic advertising agencies grows, several organizations have arisen to help give these agencies the best chance for success. Last October the American Association of Advertising Agencies (AAAA) announced the formation of a new committee dedicated to its member agencies specializing in the Hispanic market. The committee was established in recognition of the growing U.S. Hispanic population, its impact on American consumerism, and the increasing presence of targeted Hispanic advertising in the industry. Its primary mission is to improve and strengthen the Hispanic advertising agency business by communicating the importance of the market to mass audiences, and to provide information and support to AAAA members.

A separate organization, the Association of Hispanic Advertising Agencies, was formed in 1996. Its number one goal is to increase the amount of money marketers spend to advertise to the Hispanic market. A public awareness campaign, planned for launch this quarter, is targeting CEOs and presidents as well as the media to direct attention to member agencies, which include many of the top Hispanic shops in the country.

As Hispanic ad spending has increased, the number of media outlets for Hispanic advertising has also grown tremendously.

The number of Hispanic radio stations in the U.S. has more than doubled in the past 10 years to about 450. And there has been no shortage of new Hispanic print opportunities. *People* en Español combines original articles in Spanish and Spanish translations from *People*'s regular English-language edition and has recently increased its publishing frequency to monthly. *Latina* magazine, a new magazine for women, is unique because it is bilingual–all articles are written in English and Spanish.

In TV, there has been growth in the cable and local market segments, but Univision continues to be the most watched Hispanic network, commanding 80 percent of total Hispanic viewership.

Besides using media properly, the savvy marketer must also be aware of the nuances that allow advertising directed to the Hispanic market to succeed. First and foremost is the finding that Spanish is more effective than English. According to the *Journal of Advertising Research*, Hispanics are more likely to respond to advertising when information is provided in Spanish. The increased persuasiveness holds even if the Hispanic is fluent in English. "If you want to talk to my heart, talk to me in Spanish" is the prevailing axiom.

However, effective advertising goes beyond simply presenting the ad in Spanish. Advertising must not only speak to Hispanics in their own language but also communicate with them in a way consistent with their Hispanic lifestyles, like the McDonald's advertising that emphasizes the family.

Market researchers say that Hispanic consumers reward companies with unprecedented brand loyalty. And Hispanic consumers are willing to spend more on premium brands than are consumers overall.

It is clear that the Hispanic advertising business is growing rapidly, opening up increased career opportunities. Surprisingly, experienced Hispanic ad professionals are in short supply, according to Lamberto Cruz, Managing Partner at FOVA. "We will rely more on new graduates than ever before," says Cruz.

Most agencies want to staff up with candidates whose backgrounds are varied. While marketing and communications degrees are typical entry points into advertising, liberal arts–including the humanities and psychology–as well as art and design are some of the other educational backgrounds that can lead to a career in advertising. And, of course, Hispanic agencies require fluency in Spanish as well as English.

What does all this mean? Look for increased activity in Hispanic advertising by marketers and an increase in the number of young Hispanics who enter this exciting field.

Bill Duggan is a group management supervisor, a vice president at Grey Advertising, as well as an assistant adjunct professor of marketing at New York University.

According to the *Journal of Advertising Research*, Hispanics are more likely to respond to advertising when information is provided in Spanish. "If you want to talk to my heart, talk to me in Spanish" is the prevailing axiom.

Getting a Piece of the Pie

National Hispanic Corporate Council

BY ADALYN HIXSON

NHCC is a nonprofit network of Fortune 1000 companies, formed in 1985 by a dozen Fortune 500 executives who "saw an urgent need to develop a Hispanic market information network among major U. S. companies." Founding members include Allstate Insurance, AT&T, Anheuser-Busch, Circle K, Coca-Cola, Gannett, J.C. Penney, McDonald's, Miller Brewing, and Tosco Marketing.

The current purchasing power of the 29.3 million Hispanics in the United States is $356 billion. That figure is expected to be $965 billion by the year 2010.

The Hispanic population in the U. S., now at 11 percent of the total, is growing nearly five times faster than the general population.

The Hispanic median age is 26 compared to 33 for non-Hispanics.

Hispanics have larger households, 3-4 members versus 2.5 for non-Hispanics.

Sixty-one percent of Hispanics live in California, Texas, and Florida.

Martin Martinez

The Hispanic market in the U. S. is comprised of five major groups: Mexicans, 61 percent; Central and South Americas, 11 percent; Puerto Ricans, 12 percent; Cubans, 5 percent; and all others, 11 percent.

So says McGraw Hill's *1995 Hispanic Consumer Market Report*, based on 1990 census data and quoted in a brochure of the National Hispanic Corporate Council, an organization that arose precisely because of the huge marketing potential of the growing Hispanic population.

NHCC is a nonprofit network of Fortune 1000 companies, formed in 1985 by a dozen Fortune 500 executives who "saw an urgent need to develop a Hispanic market information network among major U. S. companies." Founding members include Allstate Insurance, AT&T, Anheuser-Busch, Circle K, Coca-Cola, Gannett, J.C. Penney, McDonald's, Miller Brewing, and Tosco Marketing. One of them, Coca-Cola, was recently named one of the ten most highly respected companies in the United States, based on an extensive *Fortune* magazine poll.

"A crucial function of NHCC," says an NHCC brochure, "is to assist member corporations in their efforts to focus on this vast and fast-moving market."

Most NHCC member corporations–from Aetna to Whirlpool–have names as familiar as Mom's apple pie. NHCC aims to see that Hispanic businessmen and businesswomen get a piece of that pie.

The equal-access-to-the-pie mission is one of two spelled out in the organization's official literature. They are: 1) to serve member Fortune 1000 companies and their representatives as a principal resource for information, expertise, and counsel on selected Hispanic issues affecting corporate objectives, and 2) to advocate for

> ***"Based on what I've seen and what's out there, I think a business degree–a marketing degree or any degree of that kind–is a very useful degree, whether the person ends up in marketing or distribution or sales. As you know, Latinos are underrepresented in those groups, and a business degree is one of the more competitive undergraduate degrees to receive–particularly from one of the top business schools."***
>
> MARTIN MARTÍNEZ, PRESIDENT AND CEO,
> NATIONAL HISPANIC CORPORATE COUNCIL

increased employment, leadership and business opportunities for Hispanics in corporate America.

The organization has a staff of three–President and CEO Martin Martínez, Molly Buchanan, and Jennifer Lafkas, all three friendly and helpful–and taps the resources of its member corporations for operational funds and at times for meeting space. Noting that NHCC membership is open to Fortune 1000 companies, *HO* asks President Martínez, "What exactly **is** a Fortune 1000 company?"

"One of the companies that makes the list published by *Fortune* once a year," he says. "The list is based on sales. It's not a criterion developed by our organization." About 80 percent of Fortune 1000 firms are publicly owned.

"We're looking right now at the possibility of having different levels of membership," he continues, "perhaps associate memberships, but we haven't finalized that decision. We've been approached by various companies that **aren't** on the Fortune 1000 list. And you know, there isn't a lot of difference between a company that is the thousandth and the company that's a thousand and one."

HO asks Martínez, too, whether representatives of a company not yet that large, perhaps a company considering expansion into a new area, or a business that is still a gleam in an entrepreneur's eye, could attend an NHCC meeting, and who would be the contact.

"If people want to attend an activity," said Martínez, "they can contact our office. There might be some charges. We're working right now on a Web site and hope to have it in place by late spring."

NHCC is presentedly based in Phoenix, Arizona, but Martínez confirms that a move to Washington is being discussed. "We're still working out the details," he says. Martínez himself grew up in southern California, in the town of Oxnard, about 560 miles northwest of L.A., he says. He would look forward to a move to Washington, particularly because it is home to so many organizations that advocate for Hispanics.

The National Hispanic Corporate Council holds quarterly meetings throughout the country, with conferences hosted by member companies. "The next is on Hispanic-owned and non-Hispanic-owned media," says Martínez. "I'll fax you some information on it." There will be two meetings, actually–a meeting of the members in Manhattan and a meeting of the NHCC Institute, NHCCI, an affiliated organization offering informational and training sessions, in White Plains, just outside Manhattan.

NCCHI, explains Martínez, is "the education part" of what he calls NCHH's "multi-dimensional, multi-phased operation." *HO* notes that one NCCHI offering, titled "$356 Billion Market," is booked for several locations. "We do move programs around to different parts of the country–the institutes," says Martínez.

The NHCC conference held in Winston-Salem last August had an agenda that one might find at any meeting of a higher education institution. Speakers included Nancy Leon from the National Hispana Leadership Institute; The Honorable Daniel McComas, first Hispanic legislator in the North Carolina House of Representatives; and The Honorable Xavier Becerra, U.S. Congress, Chair of the Congressional Hispanic Caucus. Workshops offered three tracks: Latina women, integrating the workforce, and developing a diversity plan.

The "guiding principles" of the NHCCI also sound as though they would be at home in a higher education diversity plan: "Satisfy the needs and aspirations of the membership. Promote cross-cultural respect and understanding. Promote the positive aspects of the Hispanic cultures. Present fact-based information and research. Support Hispanic success. Expand our expertise on the global Hispanic market."

HO talks with Martínez about the tokenism of years past, both in the corporate arena and in academia, the single African-American or Hispanic or woman hired and placed in a highly visible post. Mindful of both the predicted population leaps among Hispanics and the dire dropout rate among Hispanic students, *HO* asks Martínez whether corporate involvement of Hispanics at leadership levels, an NHCC *raison d'etre*, could have enough of a positive impact to turn around that rate, to generate a sea change. His response is immediate and impassioned.

"There was a CEO forum in '96 [NHCC sponsored] where they discussed education–what corporate America needs to look out for, how corporations are involved in different initiatives, helping bring Latinos into corporate life far beyond any tokenism.

"I think companies realize that the Latino community is strong twofold. As the next generation of employees, they are critical to company success. And then there is the purchasing power that the Latino community brings together.

"The more they are made part of the corporate structure, the better they are able to purchase those items that companies want to sell. One hand washes the other."

Martínez is both convinced and convincing as he speaks about the relationship of corporate self-interest to the betterment of conditions for Hispanics. "The more we educate, the more they are going to move up the social ladder, the more corporate return on the investment. For any company that makes the investment in providing support for Latinos, or any other minority, is going to reap the benefits. Communities look at the companies. Communities are brand conscious.

"Companies sponsor minority activities as part of their strategic planning," he continued, "part of their marketing. Just look at the beverage companies. The bottom line? The minority activities help the organization."

Both NHCC and the NHCC Institute hold meetings throughout the country. The next, "Capturing Your Share of a $356 Billion Market," takes place in late April at the IBM Learning Center in Armonk, NY.

HO asked Martínez for his view of job prospects for Hispanic students within business today.

"Based on what I've seen and what's out there, I think a business degree–a marketing degree or any degree of that kind–is a very useful degree, whether the person ends up in marketing or distribution or sales. As you know, Latinos are underrepresented in those groups, and a business degree is one of the more competitive undergraduate degrees to receive–particularly from one of the top business schools. My opinion is that business would be a very good field to go into."

HO asks him about his own background, his preparation for the job he holds as CEO of the nonprofit NHCC. His first response is a chuckle. "I have a degree in engineering–mechanical engineering. And I **worked** in engineering–worked in it for fifteen years.

"I was a design engineer, but basically with the Society of Hispanic Professional Engineers, an organization dedicated to the recruitment and advancement of Latinos within the field. I was involved with them as a student during my engineering education. And when I came out [of school], I was again involved with the professional society. They were looking for an executive."

Martínez received his degree from Cal State-Northridge, where he participated in a minority recruitment program that brought African Americans, Hispanics, and Native Americans into engineering. As he recalls, Cal State-Northridge was one of the first in the country to have such a program. He credits both the recruitment program and the Society of Hispanic Professional Engineers with helping him persist in and graduate from college.

But his career as an engineer could never offer what he is finding in his nonprofit work with NHCC, he says. "Basically I enjoy this type of interaction–with individuals, with corporations and businesses–that you wouldn't get behind a desk being an engineer. Engineering is a highly respected degree, and one of the harder undergraduate courses of study." And what, then, is its application to his nonprofit work?

"I think it might be significant that engineers are perceived as thinking very logically. They use a logical methodology. They are rational problem-solvers."

"But I got involved with nonprofit management and found it a very **exciting** field, one that has allowed me to do many things.

"I don't think that I would have been able to meet the president [of the United States] or to meet congressmen so simply and easily sitting behind a desk. At least, I don't think it would have happened so **quickly**.

"I've been able to travel and meet with other high-level corporate individuals, to be involved in the community, to be part of things that help the community–helping students, fund-raising, being able to make a difference as it pertains to the community that I love to work for."

HO had one last question for Martin Martínez–what about the original dozen executives who dreamed up NHCC?

"Nine of the original dozen companies are still active–members since 1985. And the diversity director for McDonald's, Olga Aros–she is still actively involved. Still committed to her community. Still a board member."

NHCC®

National Hispanic Corporate Council

NHCCI

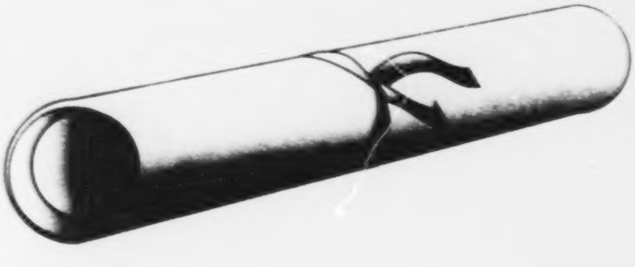
National Hispanic Corporate Council Institute

NHCC INSTITUTE ALUMNI

The Institute alumni continue to receive additional information and resources to further help them capture the lucrative Hispanic market. Through the NHCC Home Page and newsletter, they are ale to exchange top-of-mind, cutting-edge marketing strategies.

Advo, Inc.
Aetna, Inc.
Allstate Insurance Company
America West Airlines
American Airlines
Ameritech
Amoco Corporation
Anheuser-Busch Companies, Inc.
Apple Computer, Inc.
Arizona Public Service
AT&T
Avon Products, Inc.
Banc One Corporation
Bank of America
Barnett Banks, Inc.
Bell Atlantic
Bell South Advertising & Publishing
Brown-Forman Beverages
Burger King Corporation
Campbell Soup Company
Chase Manhattan Bank
Chrysler Corporation
Citibank,N.A.
The Coca-Cola Company
Coors Brewing Company
The Dial Corp.
Eastman Kodak Company
Eli Lilly and Company
Federated Department Stores, Inc.
First Data Corp. - Western Union
Foodmaker, Inc.
General Mills
The Gillette Company
The Goodyear Tire & Rubber Company
Hispanic Association on Corporate Responsibilities
Hallmark Cards, Inc.
Humana
IBM Corporation
J. C. Penney Company, Inc.
Jefferson Smurfit Corporation
Kaiser Permanente
Kraft Foods, Inc.
Levi Strauss & Co.
Lopez Negrete
Lopito, Ileana & Howie, Inc.
MBNA America
McCormick & Co., Inc.
McDonald's Corporation
MCI
Merrill Lynch
Mexican American Solidarity Foundation
The Miami Herald
Miller Brewing Company
Mission Foods
Mobil Oil Corporation
NationsBank
Nationwide Insurance
Nike, Inc.
Nordstrom, Inc.
North American Mortgage Co.
PepsiCo, Inc.
Philip Morris Companies Inc.
Procter & Gamble
Progressive Insurance
Prudential
Puerto Rico Convention Bureau
Ralcorp (Beech-Nut Nutrition)
Reebok International Ltd.
R.J. Reynolds Tobacco Company
St. Paul Insurance Co.
SBC Communications
Sears, Roebuck & Company
SER-Jobs for Progress National,Inc.
Southwest Key Programs
State Farm Insurance Companies
Sweetheart Cup Company, Inc.
Taco Bell
Target Stores
Telemundo Group, Inc.
Texaco, Inc.
Texas Utilities
Time Warner, Inc.
The TJX Companies,Inc.
Toyota Motor Sales, U.S.A., Inc.
United Insurance Company of America
United Parcel Service
U. S. Hispanic Chamber of Commerce
U. S. West Communications
Univision
Wendy's International, Inc.
Whirlpool Corporation

The Honor Roll



University of Nebraska-Lincoln

BY ROGER DEITZ

Old Father Hall (tallest building), University of Nebraska Lincoln

In what is one of the largest campus partnerships of its kind, the University of Nebraska-Lincoln (UNL) recently forged an alliance with Pepsi, awarding the soft drink company an exclusive contract to provide its beverages on campus. The university will receive $1 million a year for 12 years in exchange for the sole right to sell Pepsi Products (which include Mountain Dew, a brand very popular with students, Lipton Brisk Iced Tea, and All Sport) through its local franchise bottler, the LinPepCo Partnership.

The money will be used for scholarships, enhanced academic and student life programs, diversity commitments, community service, and other university initiatives. Pepsi will donate an additional $100,000 a year for 12 years in accordance with a charitable agreement.

Chancellor James Moeser, noting that "these are times when we must strive to do more with less," said the university must forge partnerships in the private sector to augment state support. The Pepsi agreement, he said, "allows us to make some needed academic and student service enhancements without going back to the taxpayers."

Under the contract, LinPepCo will own and maintain all vending and fountain equipment on campus. In a separate agreement, Pepsi will donate $11 million to the University of Nebraska Foundation for a quasi endowment to support more academic and student programs. For creative initiatives like this, and for supporting diversity through its entire history, the University of Nebraska-Lincoln assumes its place on the Hispanic Outlook Honor Roll.

Chancellor Moeser reminds us that from its inception, the University of Nebraska has been committed to diversity among its employees and its students. "Indeed," he observes, "the very charter of the institution provides for the education and admission of women, and states that no person shall be deprived due to age, sex, color, or nationality. That was a rad

President William E. Kirwan

Honor Roll Facts in Brief

INSTITUTION:
University of Nebraska-Lincoln

LOCATION:
14th and R Streets
Lincoln, Neb. 68588
(402) 472-7211

FEB. 15, 1869.

ESTABLISHED:
1869

ENROLLMENT:
18,246 undergraduates

DEGREE OFFERINGS:
bachelor's
master's
doctorate (and professional - law)

ANNUAL TUITION & FEES:
$78.50 per credit hour - instate
$213.50 per credit hour - non-resident
$494 annual fees

NUMBER OF FACULTY:
1,239 full-time
280 part-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Journalism
Mathematics Education
Sociology
School Psychology (post baccalaureate)
Distance master's in both Human Resources and Family Science

INTERNET (Website) ADDRESS:
http://www.unl.edu

ical statement for 1869, and it sets the foundation for one of the deepest of our core values: the opportunity for all to achieve and succeed at the university.

"At Nebraska, we go beyond tolerance of diversity to a real celebration of the differences in culture, national origin, and gender that make up our world.

"Among my highest goals for the University of Nebraska," he adds, "is to continue this historic commitment to the value of diversity and to open more opportunities for people of color and for women."

Nebraska was admitted to the Union in 1867. The University of Nebraska-Lincoln was established by an act of the state legislature just two years later. UNL is the state's land grant university and its only comprehensive university.

The institution awarded its first undergraduate degrees in 1873 and its first graduate degrees in 1886. Ten years later, it became the first state university west of the Mississippi to formally establish a graduate school. Through its three missions of teaching, research, and service, UNL is the state's intellectual center, recognized by the legislature as the primary research and doctoral degree-granting institution in the state.

UNL is one of a select group of research universities to enjoy membership in the American Association of Universities. In 1909, it was chosen to join that elite group, becoming the association's 18th member. Nebraska is also one of only 86 research universities in the nation to earn the ranking of Research I University by the Carnegie Foundation.

UNL is home to the Division of Continuing Studies and Nebraska Educational Television, both national leaders in distance communication, and to the Institute of Agriculture and Natural Resources, with research and extension centers throughout the state. It is also home to the second largest university press in the country.

Last year, Nebraska moved to the second tier in *U.S. News & World Report*'s 11th annual "America's Best Colleges" issue, further evidence of the university's commitment to a rigorous learning environment and its standing among the nations's top academic institutions. The magazine ranked UNL among the top 50 national universities designated "Best Values"–schools that offer a high-quality education at a reasonable cost. Nebraska is also rated an outstanding value in higher education according to the *Guide to 101 Best Values in American Colleges and Universities*.

UNL has produced 22 Rhodes Scholars and counts among its growing population of honors students no fewer than 45 National Merit Scholars in its 1997 first-year-student class.

Its 1997 fall enrollment tallied 16,046 full-time and 2,200 part-time undergraduate students. The graduate program added an additional 4,581 for a total student body of 22,827. A university spokesperson reports more than 37 doctoral, 81 master's, and 159 bachelor's programs as well as a professional law school. There are 1,239 full-time faculty members, and part-time faculty number 280. The undergraduate class includes 297 Hispanics, 373 African Americans, 74 Native Americans, and 692 Asian Americans.

The Chancellor's Commission on the Status of People of Color (CCSPC) was established at UNL in 1987 to address the multicultural climate on campus. The commission recommended a campus-wide recruitment and retention plan, diversity training programs for the entire university community, and development of an effective network of organizations to address specific needs of the campus community of color. Each semester, CCSPC sponsors forums to help empower people of color. Through these forums, the university community can converse with the chancellor and other UNL administrators, addressing the concerns of faculty, students, and staff of color. It is a predominantly white campus, where feelings of isolation and disempowerment could impede academic and professional development. The office of Multi-Cultural Affairs offers programs and services that also focus on the needs of minority students enrolled at UNL.

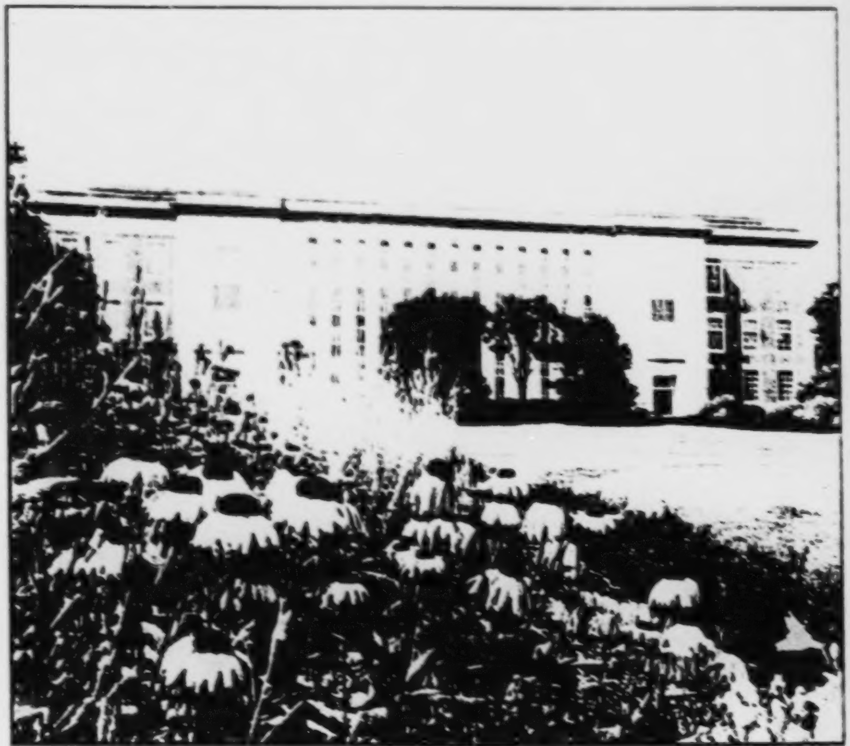
Chancellor Moeser reiterates, "Diversity is important to our mission; our students will be shortchanged if we fail in this area." He says that Nebraska's students must experience a multitude of cultures and ideas in order to compete in a global world. And those ideas and cultures can be learned from exposure to faculty and other students whose background and cultures differ from that which they have experienced previously.

"Because a majority of our students are Nebraskans," Moeser observes, "often their experiences with ethnic minorities or women in leadership positions have been limited. But this will not be their experience upon leaving the university and our students must be prepared for the wider world beyond the state's borders."

Nebraska offers one of the most affordable, high quality educations in the country, and one of the lowest total costs among Big 12, Big 10, and AAU institutions. In addition, 60 percent of students at UNL receive some type of scholarship or financial aid. Nebraska offers a wide range of scholarships based on academic achievement, leadership and involvement, and specific academic interests such as engineering, mathematics, and agricultural science.

Last year, approximately 1,150 students received first-year-student scholarships worth more than $2.8 million. In addition, 57 percent of all applicants to Nebraska received need-based financial assistance last year.

The graduate school recently announced the inception of Richard H. Larson Minority Fellowships, intended to help academic departments recruit minority applicants more effectively. Minority students entering either doctoral or master's programs at Nebraska are eligible for awards that augment assistantship offers with a $2,500 fellowship automatically renewable for a second year, given satisfactory progress in the program. At this time, there is no limit to the number of students a department may nominate.



Love Memorial Library, University of Nebraska-Lincoln (Signature Building)

Inroads: Realizing the Dream

Corporate Internships Benefit Thousands

BY GUSTAVO MELLANDER AND NELLY MELLANDER

In August 1963 a non-minority Princeton graduate, Frank Carr, attended the famous March on Washington. Moved by the experience, which included witnessing Dr. Martin Luther King, Jr., deliver his memorable "I Have A Dream" speech, he began to ponder how he might help minority youth achieve the American dream. Carr, who has since become a priest, quit his job and devised a program to provide young minority men and women with the skills necessary to succeed in corporate America. He called his project Inroads.

Independent research indicates that useful role models and pertinent "real world" experiences are key elements in whether or not a Hispanic succeeds not only in finishing college but in being effective upon graduation.

Inroads is specifically devoted to providing those important "real world" experiences for Hispanics, African Americans, and Native Americans. It has accumulated an enviable track record. Hundreds of its graduates serve in middle management positions. Some 20 chief

Hundreds of Inroads graduates serve in middle management positions. Some 20 chief financial officers, an equal number of corporate vice presidents, and more than 30 company presidents or owners are also among their alumni.

Students in training and on the job.

financial officers, an equal number of corporate vice presidents, and more than 30 company presidents or owners are also among their alumni.

How has Inroads managed to make such a mark on corporate America? The key is found in its training programs for management positions whereby Inroads provides minority students with internships in business, engineering, and science. The concept of teaching minority youth how to succeed in business has proved very appealing to the for-profit sector, and many national leaders have become enthusiastic supporters. One factor in its acceptance might be that companies pay a fee for a needed service delivered by an organization that is run like a business.

INROADS interns undergo 18 hours of training before being interviewed by corporate sponsors.

During its mission to develop and place talented minority youth, Inroads has grown from one office, 25 students, and 17 sponsoring companies to 51 affiliates, more than 6,500 students, and a roster of sponsors that includes most of the Fortune 1000 companies. They can be found in 36 states, the District of Columbia, Mexico, and Canada.

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According to Inroads President and CEO Charles I. Story, a former Fisk University administrator, "one of Inroad's most outstanding features is that it offers youngsters an opportunity to experience corporate life while still in college. The lessons learned are invaluable."

Inroads' college internships are pragmatic, intense, and goal-oriented experiences. They combine two to five summers of paid work experience at a client corporation with year-round academic instruction, training, and coaching from staff advisors and corporate volunteers.

As proof of the pudding, Inroads in 1991 received the U.S. Department of Labor LIFT Award for initiatives to enhance the American workforce. And *Princeton Review* has selected it as one of "America's Top 10 Internships" every year since 1994.

Not a Free Ride

Corporate partners make a three-part commitment: to provide career-related summer work experience for interns, to have their experienced staff serve as mentors, and to provide a series of goal-building and career-enhancing experiences. Corporate partners pay both an annual sponsorship fee to Inroads and the intern's summer salary.

Students are expected to be dedicated to their internships, which have been described as tough and demanding. Long-term commitments are required from both interns and cooperating corporations. Participating students must complete their job assignments to the clients' satisfaction. They must remain in good academic standing and participate in Inroads' training and coaching programs. President Story cited both "persistence" and "intestinal fortitude" as extremely important characteristics sought among candidates.

An underlying strength of this program is that interns are required to set goals for their education achievements, their social development, their career aspirations, and their community service. Progress is systematically evaluated, and unsatisfactory performance in any area can lead to dismissal; some 20 percent are phased out over a four-year time frame.

The Program

After being selected for the "talent pool," college-level students undergo 18 hours of preliminary training before being interviewed by corporate sponsors. Once selected, college students are placed in two- to five-year internships, which are year-round experiences.

Interns receive early exposure to the realities of the business world that is valuable to them in developing their career interests. Networking opportunities as well as personal, pre-professional, and academic support are provided throughout their college years.

Core Competencies

The program emphasizes seven core competencies tied to the needs and demands of the corporate world:

- Communication–understanding others, writing and presentation skills, listening and interpersonal strategies
- Self-Management–self-knowledge, ethics, values, integrity, trust, the ability to deal with ambiguity and to learn quickly
- Business Sophistication–exploring relationships between those we report to, our peers, and those we supervise.
- Academic and Technical Competency–academic mastery of essential elements as well as technical and work-related systems
- Management Skills–priority setting, organizing, problem-solving, planning, orientation to action, intellectual enhancement, and time management
- Valuing Diversity–exercises to develop greater self-knowledge, empathy and respect for others, tolerance for ambiguity, multicultural perspective, and interpersonal skills
- Community Involvement and Leadership–starting with empowering of oneself and others and building relationships; understanding the importance of corporate citizens' serving communities beyond their companies.

> ***Given their exceptional personalized training, it is not surprising that a high percent of interns receive employment offers from their corporate sponsors shortly after they graduate from college–and from the Inroads program.***

Each competency has specific measurable objectives that enhance performance and readiness for organizational success. The leadership training consists of workshops, independent study, forums, and independent research.

The primary objective of the leadership training is to increase an intern's ability to become a high-performing contributor in the workplace. Interns are trained to become self-directed learners who seek and apply feedback as a means of personal and professional growth throughout their careers.

In an age of greater attention to diversity, this program in itself is an experience in diversity. The targeted groups–Hispanic, African-American, Asian, and Native American–are diverse among themselves and present a phalanx of diversity to their host corporations. At present more than 6,200 college interns are in training nationwide.

Given their exceptional personalized training, it is not surprising that a high percent of interns receive employment offers from their corporate sponsors shortly after they graduate from college–and from the Inroads program. Over the past five year, approximately eight of 10 graduates who received such offers accepted them.

The 7,600 graduates of Inroads include bank presidents, corporate vice presidents, deputy commissioners, senior engineers, lawyers, and a number of thriving entrepreneurs. Nine of 10 partners recommend participation to other companies, and alumni unanimously recommend the program to minority youth.

Because so many Hispanics drop out of high school, it is encouraging to note that high school students are dealt with directly in one component of the Inroads program. These students undertake rigorous pre-college work on Saturdays during the academic year and weekdays for two to six weeks during the summer. Currently some 700 high school students are receiving intensive instruction in mathematics, science, and English as preparation for college. They also receive directed career counseling, try out their developing leadership skills, and become acquainted with corporate America.

Inroads has an impressive history of producing successful graduates. It is a program that works and one that more Hispanics should explore.

For more information contact: Director of Communications, Rosalind E. Barnes, Inroads, Inc., 100 Peachtree St., Suite 345 Atlanta, Ga. 30303. Phone: (404) 586-7330.

Gustavo Mellander and Nelly Mellander are faculty members at George Mason University.

A Matter of Differences

With Change Comes Misunderstanding

BY KIERRE L. DANIELS

Hispanic workplace cultures must be understood and respected, says EPA official María Mercedes-Olivieri, National Hispanic Program Manager of the Environmental Protection Agency's Office of Civil Rights. While the agency has been successful in recruiting and hiring Hispanics, keeping them is another story. Most, she says, lasted only a year.

"This was true of Latinos working for the EPA in the city of Cincinnati," she says. "Some people came to work, and within a year, they were out the door. Because they held back, because they weren't aggressive in pursuing all of the information, they withered and died. They just left."

Mercedes-Olivieri spoke recently at Clarkson University in Potsdam, N.Y., as part of a program on understanding diversity.

"There is a clash...between the Latino culture or the Hispanic culture and the culture of the workplace," says Mercedes-Olivieri. "We are different in the way we speak. We are different in the way we relate to other people. We're different in the kind of body language that we use. We are different in the way we are perceived to set our priorities."

Hispanics are the fastest-growing segment of the U.S. population and, as the nation goes, so goes the workplace. The latest World Series, between the Cleveland Indians and the Florida Marlins, was a sampling of the ever-changing American office, with Dominicans, Cubans, Colombians, Venezuelans, and Puerto Ricans playing alongside their American teammates.

With change, however, comes

> ***"To those unfamiliar with the Hispanic culture and its emphasis on family loyalty, modesty, tactfulness, and interdependence, such characteristics can contrast with the code of the U.S. workplace, one that emphasizes directness, job loyalty, aggressiveness, independence, and individual initiative, among other things."***
>
> MARÍA MERCEDES-OLIVIERI, EPA OFFICE OF CIVIL RIGHTS

María Mercedes-Olivieri talks with students at Clarkson University following her speech on the Hispanic culture in the workplace.

misunderstanding. To those unfamiliar with the Hispanic culture and its emphasis on family loyalty, modesty, tactfulness, and interdependence, such characteristics can contrast with the code of the U.S. workplace, one that emphasizes directness, job loyalty, aggressiveness, independence, and individual initiative, among other things.

A relaxed demeanor by Latinos–so the opposite of the driven comportment common in some U.S. office environments–might lead some onlookers to conclude, "they're not getting any work done–they're just goofing off and hanging out," says Mercedes-Olivieri. "Well, to all of us Latinos, it's important to get to know the other person as a human being first. And if you don't, then you might have a great deal of difficulty in getting work done with them.

"I crank out more work in my office than probably three of my co-workers together...but you wouldn't know it because I come out and I joke around, and I go back in (my office), crank out some more, come back out, go joke a little more, go back in...but I need to make that human connection. That's my family."

Differences can be found even in non-verbal expression. Mercedes-Olivieri cited proximity–the physical distance people maintain in their encounters–as another example. In the typical U.S. organizational culture, that distance is anywhere between 18 and 30 inches. In the more intimate Hispanic culture, it could be anywhere from six to 18 inches. In certain other cultures, it is common for those transacting business to stand arm in arm or even nose to nose.

"I was conducting a transaction with a woman....," Mercedes-Olivieri said, "and I didn't realize that I was trying to get to **within** six to 18 inches of her and she was trying to be 18 to 30 inches **away** from me, and she kept walking backwards, and I kept walking forward, and all of a sudden, she hit her head against the wall, and it was so embarrassing. When she went 'boom!' it dawned on me that I'd invaded her space." Such miscommunication and misconceptions can be erased with a little understanding and respect, according to Mercedes-Olivieri.

"We need to realize what it is that the workplace expects from us and why we are different, and then we need to tailor it, to learn those skills that we can use in the workplace for our benefit," she says. "By the same token, organizations need to learn that they can't make assumptions about what people's behavior really means in terms of their performance."

"We need to realize what it is that the workplace expects from us and why we are different, and then we need to tailor it, to learn those skills that we can use in the workplace for our benefit."

MARÍA MERCEDES-OLIVIERI

María Mercedes-Olivieri, the National Hispanic Program Manager for the U. S. Environmental Protection Agency since 1992, began her federal career with the U. S. General Accounting Office (GAO) in 1983, and played a succession of roles: Evaluator, First-Year Program Coordinator, Recruiter, Trainer, Affirmative Action Analyst, and National Hispanic Employment Program (HEP) Manager. She received the OPM 1989 Hispanic Employment Program Achievement Award and GAO's Meritorious Service Award and several other honors from both the EPA and GAO.

A much sought-after speaker on diversity management issues–particularly as they apply to Hispanics–she has made presentations and led workshops in many venues: from Massachusetts Institute of Technology and LULAC to Procter & Gamble and the U. S. Navy.

Olivieri began her public service career with the Commonwealth of Puerto Rico, culminating as Executive Assistant/Chief of Staff to the Secretary of Labor. She has held teaching and public relations positions both in the D.C. area and in her native San Juan.

She received a bachelor's degree in secondary education from the University of Puerto Rico in Rio Piedras and did graduate course work both there and at George Washington University in writing, editing, public relations, and journalism, and in public administration at George Mason University in Fairfax, Va.

Prep: Preparing for Profit

Minority Small Businesses Win $30 Million in Contracts

As she watched her failing six-year-old employment and training agency sink precipitously into debt, Rosa Bennett decided that she would try one last strategy before admitting defeat. She signed up for a course that promised to teach her and other minority, women, and small business owners the secret behind successfully competing for government contracts.

Six years later, with well over $13 million in government and private contracts to her name, Bennett is very happy that she decided to attend the Preparing for Profit program, jointly run by LaGuardia Community College, the Metropolitan Transportation Authority, and Coopers & Lybrand. In that short time, she not only turned her Rockland County/New York City-based employment and training agency around but expanded her services to include a data processing and telecommunications technical department.

"This course saved my life," Bennett told a group of PREP graduates attending a recent annual graduation reception hosted by Coopers & Lybrand. At the reception, Bennett and two other successful PREP participants were inducted into the program's Million Dollar Club. PREP, said Bennett, "taught me how to network and how to fight bureaucracy."

> ***"This course saved my life...It taught me how to network and how to fight bureaucracy."***
>
> ROSA BENNETT,
> PREP PARTICIPANT,
> MILLION DOLLAR
> CLUB INDUCTEE

Rosa Bennett - PREP, LaGuardia Community College

More than 900 small business owners have enrolled in the intensive four-session program in the hope of learning how to apply for lucrative government and private contracts, a labyrinthian process. According to program director Ben Hunt, graduates have won an estimated $30 million in contracts.

"Since its inception six years ago, PREP has been very successful in achieving its goal," said LaGuardia President Raymond C. Bowen, who brought the idea of an academic-public-private partnership such as PREP from Tennessee. Bowen had established a similar program while president of Shelby State Community College in Memphis. "As the program gains in maturity, we expect to see more graduates join the club each year."

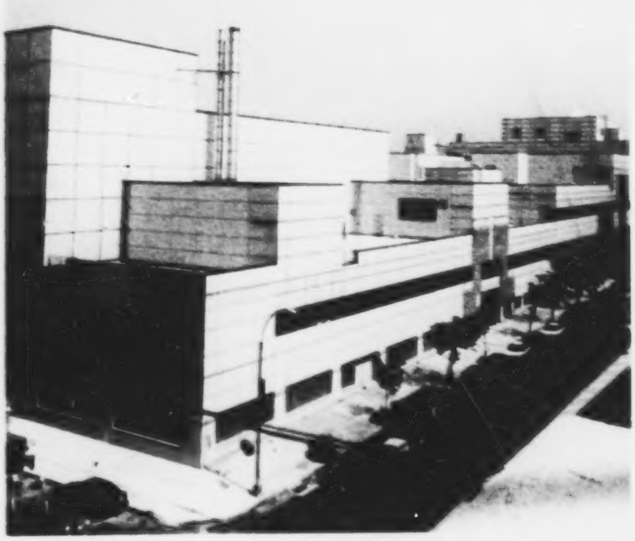
During the four all-day Saturday classes, the students are taught a great deal about contracts and running a successful business by representatives from the MTA and Coopers & Lybrand.

"The four major lessons you come away with are certification, networking, marketing, and accounting," said Bennett.

In understanding the intricacies of competing for government and private contracts, an MTA contract manager walks the students through the process. The students learn that the first step in this involved bidding process is to apply to individual government, quasi-government, and private agencies for certification as a minority business.

"I am certified for everything,

> ***"Through this collaborative effort, we are reaching hundreds of small minority businesses that normally would never venture into the world of government contracts."***
>
> **KEN NEAL, MTA** DIRECTOR OF AFFIRMATIVE ACTION



LaGuardia Community College

even dog kennels," Bennett joked. She rattled off some of the agencies that certified her, among them the MTA, The City of New York, The Small Business Administration, New York City Transit, the Governor's office, and more than 100 private firms.

Once she was recognized as a minority-owned business, Bennett said the contracts started to come in. Her first was with the MTA where she supplied personnel to a company as a subcontractor. "The contract was for less that $100,000, but to me it was $10 million," she said. Other awards include an ongoing $12-million basic order agreement with the United States Navy to provide a full gamut of telecommunications and computer services, from wiring their system to placement and training. There is a $1.3 million contract with the United States Army to replace the phone system in the Veteran's Hospital in Alaska, and a $125,000 annual grant from Housing and Urban Development to retrain their employees throughout the Northeast region. Awarded in 1995, the contract is still active.

"Without this program," according to Bennett, one couldn't imagine "all the things you **don't** know about business."

Theresa Aiello, another Million Dollar Club inductee, was one of those students who did not know. As president of Manhattan Transfer Transit, a 15-year-old company that provides transportation service for pre-kindergarten youngsters, she was interested in applying for contracts but did not know how to go about doing it.

"PREP instructors gave us names of agencies and walked us through the process," she said of the program that she attended six years ago. "Before I knew it, my bids were starting to come in." Since last September, she has received four new six-year contracts from the New York City Department of Transportation.

"We take pride in teaching people the process they must go through to successfully compete for MTA contracts," said Ken Neal, MTA's director of Affirmative Action. "Through this collaborative effort, we are reaching hundreds of small minority businesses that normally would never venture into the world of government contracts. We are arming them with the knowledge they need to enter that arena, and many are seeing the fruits of their efforts."

Students also learn the nuts and bolts of running a successful business. Providing them with the necessary managerial skills is a Coopers & Lybrand team that covers such topics as business planning, accounting and financial management, marketing, and proposal preparation.

"PREP is our way of helping people learn more about how to run their own business," said Joel Gazes, a managing partner at Coopers & Lybrand. "In today's trend toward downsizing, more and more people are becoming entrepreneurs and are establishing their own businesses. PREP is helpful in preparing these people for the real world."

Another lesson that PREP teaches is the importance of networking. "The course explains to them that they must get in touch with people," said Hunt. "They learn how important it is to establish relationships with their bank and to make contacts with individuals who might require their services or who can direct them to companies that might."

Nelson Rivas, president of Power Rail in Mineola and the third honoree, said that he was well entrenched in the industry but was looking for ways to establish networks and make connections with the "big guy." Today he is supplying vital equipment for such commuter railroads as New Jersey Transit and Santa Clara in California.

"It is all a matter of networking, sending your materials and brochures," said Bennett, "and knocking on doors, getting kicked out and going back." One of the companies that she is now courting is Mercedes Benz, which is coming into Rockland County.

"They told me my letter and brochure were the first to arrive and that they are on the recruiter's desk," she said. "When they are ready to hire, they will know how I can serve them."

In reflecting upon the life preserver that PREP threw to her company, Bennett said, "I think every minority firm should go through PREP." **HO**

This article was prepared in cooperation with the office of communications, LaGuardia Community College.

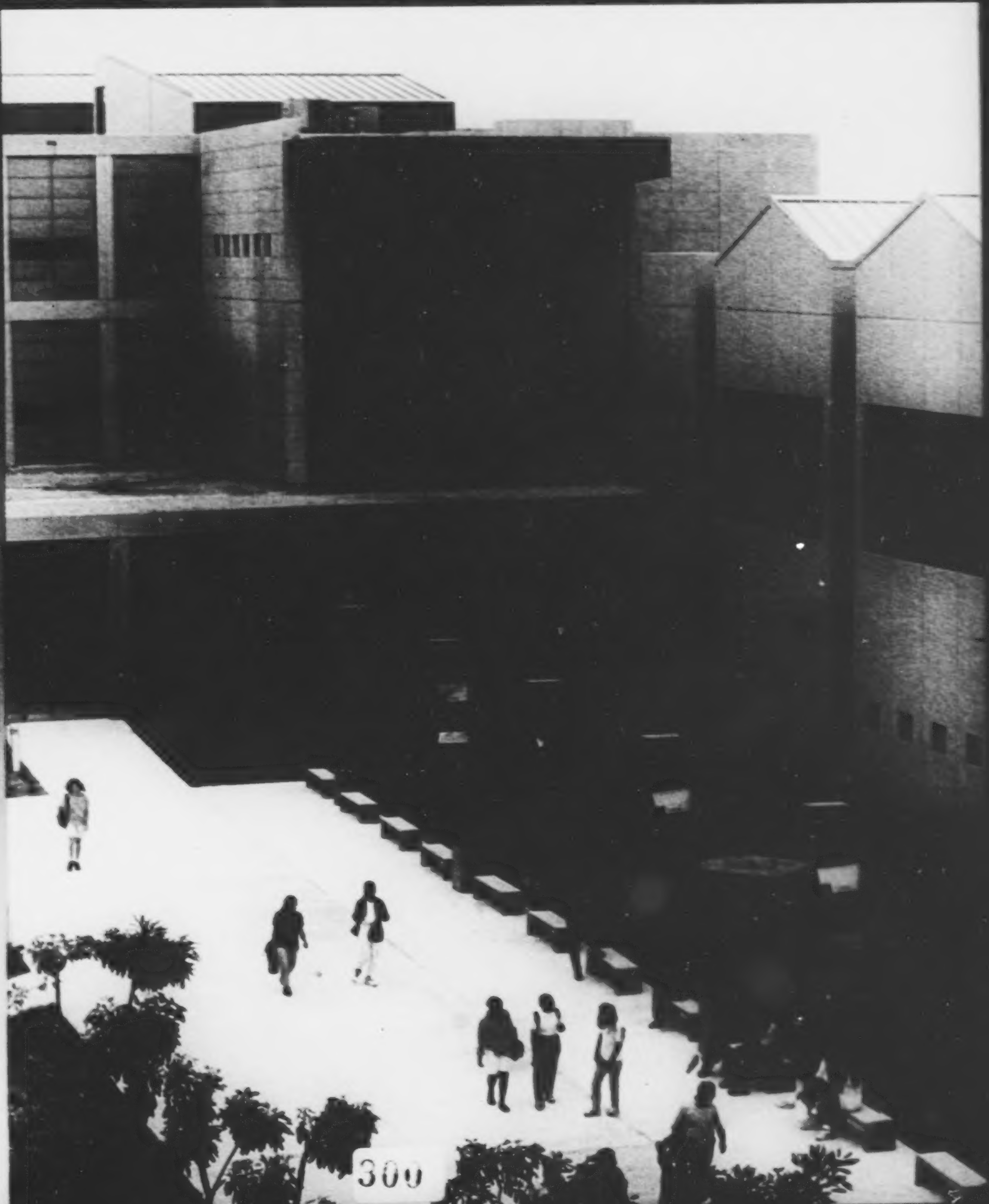
The Transfer Game First Generation Success SUNY Rockland Title III

APRIL 10, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 16

THE HISPANIC Outlook IN HIGHER EDUCATION

STATISTICS ON HISPANICS ON COMMUNITY COLLEGES

Community Colleges Issue



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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1998 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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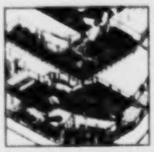

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Cover Photo: Courtesy of Miami-Dade Community College, Homestead Campus

A CAPITOL VIEW

College Board Launches New Community College Leadership Office

BY GUSTAVO A. MELLANDER

Educational historians invariably identify the creation of America's community colleges and their explosive growth since 1947 as one of the country's outstanding educational achievements of the century.

Literally millions have benefitted from having a high-quality, low-tuition college conveniently located in their communities. Aside from the college-transfer programs, the schools' commitment to community needs and the many partnerships that they have generated make them uniquely successful in the history of higher education.

Junior colleges existed in the early part of this century– some established with federal funds even during the Depression–but their enormous growth did not come until after World War II.

A person who had never attended college, President Harry Truman, skillfully secured congressional support for the creation of community college systems throughout the nation. He and Congress did not create a national community college system but instead fostered nationwide a profusion of independent community institutions deeply committed to serving local needs.

Hispanics and Community Colleges

For decades on end, more Hispanics have begun their higher education odyssey in community colleges than in four-year colleges or universities. That trend continues. Some 40 percent of all Hispanic college students are in the nation's 1,300 community colleges. There is every reason to believe that community colleges will continue to be their entry point to higher education well into the 21st century.

In addition to their role as degree-granting institutions, community colleges have become centers of lifelong learning, providing opportunities for people seeking to enhance their careers and hone their skills. Today more than five and a half million students representing 45 percent of all undergraduates in the United States and more than 50 percent of all first-time first-year students attend these 1,300 community colleges. They are found in every state in the Union and continue to be higher education's fastest growing sector.

The Plan

Recognizing the growing influence of the community college and its role in educating such a significant proportion of America's students, the College Board has established an Office of Community College Relations.

William Vega, chancellor of California's Coast Community College District and a trustee of the College Board, proposed several months ago that the College Board assume "a collaborative leadership role in the community college arena." Accepted in concept and later incorporated as an important strand of their educational services, the Board acted swiftly.

Vega told *Hispanic Outlook*, "This dream is long overdue. I am pleased the College Board is taking the leadership in acknowledging the important role of community colleges in America's academic tapestry. I am sure," he noted, "that this will be a win-win situation for all involved."

Donald M. Stewart, president of the College Board, echoed those sentiments when the new office was inaugurated. "The importance of community colleges to our nation's educational health has grown steadily over the years," he said. "I hope that by working together, we can help develop new ways of serving these institutions better and the students they represent."

Advisory Panel

William Vega chairs the newly appointed 15-member community college advisory panel. Its members include chief executive officers, student affairs officers, state governing agency personnel, and professionals in the fields of enrollment management, testing and assessment, admission, and financial aid. Priorities of the advisory panel include guiding the College Board on the development of effective and integrated tests and other services to facilitate student transitions. Panelists are also pledged to support excellence in teaching and learning and in measuring outcomes.

As a modus operandi, they plan to utilize the College Board's nationally recognized areas of expertise–assessment, guidance, financial aid–and tailor them to address the specific concerns of community colleges. They plan to build strong linkages with associations representing community colleges, such as the venerable American Association of Community Colleges (AACC) and the League for Innovation. They plan to work together to achieve their mutual goals, to specifically address the needs of higher education's fastest growing sector.

Carol Aslanian, newly appointed director of the Office of Community College Relations, said, "The creation of the new office gives community colleges a stronger voice within the College Board, lends more cohesion to existing Board programs that are used by community colleges, and contributes toward the development of new products and services to meet the specific needs of community colleges."

A major activity this year will be to collaborate with AACC to plan a conference around some of the implications–academic, financial, guidance, research, and workforce preparation–surrounding universal college attendance.

Representatives from higher education, business, and other sectors will be asked to study and react to commissioned papers on these topics. Preliminary plans call for the conference to take place this year, in summer or early fall.

Robert Messina, president of Burlington County College in New Jersey and vice chair of the community college advisory panel, summed up the feelings of many nationwide when he told *Hispanic Outlook*, "the creation of this new office is a breakthrough in the recognition of community colleges. For too long, community colleges have been ignored and left out of discussions related to issues in higher education."

Dr. Mellander is a professor at George Mason University.

The Transfer Game

Community College Students Aggressively Recruited by Four-Year Schools

BY MARILYN GILROY

For many Hispanic students, starting their higher education at a community college and then transferring to a four-year college or university can be an excellent choice. With community college tuition averaging $1,500 (higher on the East Coast), students can save precious dollars while they complete their first and second years of college. They can also commute from home and maintain jobs, both attractive options for Hispanics who like to preserve close family ties and who cannot afford the hefty $10,000+ tuition and expenses at universities. Perhaps that is why community colleges now enroll 52 percent of all Hispanic students in higher education nationwide.

But starting at a community college does not mean getting a second-rate education.

Dr. Kenneth Maugle, transfer coordinator at Middlesex County (N.J.) College, often works with students to fight the notion that community college will hold them back from a more ambitious academic goal. "On that point, I tell them–quite the contrary.

By tracking the transfer students, community colleges have amassed enough evidence to show that their students do as well or better at the university than those who started there.

Student at Cornell University

Community colleges are an excellent starting point because they offer small classes, professors who are teaching-oriented rather than research-oriented, and modern equipment and laboratories.

"Plus, if they need pre-collegiate work, a community college is an excellent choice," says Maugle. "Once they are fully prepared, students can then select university-parallel courses with a better chance of succeeding."

And colleges and universities across the country are throwing out the welcome mat for transfer students. They are actively recruiting community college students with offers of financial aid, personal attention, and services that ease the transfer process.

The recruiting game is especially aggressive among the private colleges, some of which claim that 25 percent of their upper-level students have transferred from other colleges. A quick review of promotional literature turns up the following offers:

- Alfred University in New York claims to offer financial assistance to 70 percent of its transfer students.

- Roger Williams College in Rhode Island entices community college transfer students with scholarships of $3,000, and $6,000 for those who have earned an associate's degree and maintained a 3.0 grade point average.

- Mount St. Mary's in Maryland goes one step further and "guarantees" financial aid to anyone who has maintained a 2.8 or better average for at least 30 credit hours.

- The University of Tampa will consider students for transfer scholarships with a GPA of 2.7 or higher.

Other colleges lure students with phrases such as "liberal transfer policy" and with the promise that they can "transfer credits easily." This is often coupled with descriptions of orientations and registrations specifically for transfer students. Many colleges set aside dormitory space for transfers and sponsor social programs to help them adjust to a new campus.

Although not quite as simple as the advertisements might claim, transferring from a community college has become easier due to articulation agreements and joint admissions programs between the two-year and four-year higher education sectors. For example, many state universities in California will award preference to community college students who have earned an associate's degree in one of the state's community colleges.

The University of Buffalo, in western New York, offers students in community colleges from surrounding counties a "dual admission" possibility. Students who enter one of the local community college's specified programs–such as anthropology, economics, psychology, or engineering–receive an offer of admission to the University of Buffalo (UB) at the same time. After students have completed the prescribed associate's degree program, they proceed to the upper-division major program at UB. This program is replicated by hundreds of four-year schools that have formed partnerships with community colleges.

In New Jersey, a similar cooperative agreement opened the doors to a bachelor's degree for Alex Morales, now a junior at Rutgers University. It was a step that neither he nor his family had envisioned as he grew up.

"I did not expect to go to college," said Morales. "The most I had hoped for was to further my education at the local vocational/technical school.

The recruiting game is especially aggressive among the private colleges, some of which claim that 25 percent of their upper-level students have transferred from other colleges.

"But my high school grades were good, and even though my family could not afford it, my dad said, 'You're going to college.'"

Morales said that the family did not have the funds to send him away to school, so the community college provided a stepping stone.

Morales received an associate's degree at Bergen Community College in Northern New Jersey and upon graduation was accepted at Rutgers. Would he recommend this pathway to others?

"Absolutely," said Morales. "It's great to get the first two years of general education courses out of the way and to be able to focus on my major (journalism) at Rutgers.

"Besides, it gave me an opportunity to prove myself. I really felt ready for the challenge of completing my degree at a university."

Unlike Morales, many students do not wait until they have finished their degree to transfer out of community colleges; instead, they leave after only one year of study. This can complicate the transfer process because many colleges will insist on examining the high school record of the applicant. However, counselors point out that even one year of solid academic achievement at a community college might help convince the state college of the applicant's maturity and academic capabilities.

Although the rate of transfer has increased at many community colleges–on some campuses as high as 50 percent–so have the success stories. By tracking the transfer students, community colleges have amassed enough evidence to show that their students do as well or better at the university than those who started there.

As one community college administrator said, "We let them [four-year colleges] finish the job that we've started. We're very proud of the role we play in helping students get started on the road to a better life."

Of Dormant Viruses and Active Students

First-Ever NSF Grant to a Community College

BY INÉS ALICEA

Last year, El Paso Community College had the distinction of being the only college in the United States to be awarded research funds from the National Science Foundation (NSF). The college received $242,866 to buy biological equipment and $118,000 to increase research and renovate a lab for student training at the campus.

When Neyda González arrived at El Paso Community College in Texas, she volunteered her time at the college's new state-of-the-art Student Research Center. She didn't know much about science, and she didn't know what she was getting into.

One year later, she is an integral member of a team at the Transmountain campus, researching viruses and using high-tech instruments usually found only at large laboratories or big businesses.

"It's still all so new to me," said González, 28, who intends to pursue a career as a clinical lab technician. "To me, it's the best lab in the world. I am fortunate to use the equipment and have all this experience, which will help me later."

González and other students working on projects at the center recognize the unusual circumstance in which they find themselves; they are enjoying experiences that first-year students and sophomores at most four-year universities do not have because just last year, El Paso Community College (EPCC) became the only community college in the United States to be awarded research funds from the National Science Foundation (NSF). The college received $242,866 to buy biological equipment and $118,000 to increase research and renovate a lab for student training at the campus.

The magnitude of the decision by the NSF does not escape college officials.

"We were so excited," said Maria Alvarez, EPCC biology instructor and lead investigator for the grant. "In four-year institutions, the undergraduates don't get to touch the equipment. It's so competitive for them. But here they can. I've had students present their findings from their research at the American Society for Microbiologists. Some people said that [the research] was too advanced for the students. They can do it though."

But how did this Hispanic-majority community college with 19,000 students and located along the U.S.-Mexico border convince NSF officials that it should get funds for facilities renovations and high-tech equipment that typically is awarded to large research four-year universities?

Alvarez said that in January 1996, college president Adriana Barrerra sent her and two other EPCC employees to the NSF in Washington, D.C., to attend a workshop on funding opportunities and the application process. The workshop was sponsored by the organization called Quality Education for Minorities. Four weeks later, they submitted their grant application to the NSF for facilities renovations.

They wanted to get funds for a room that they jokingly called "The Rock Room" because geology students used the room primarily to study rocks on the few tables therein. "It really had nothing in it," said Alvarez.

While they waited for word on that grant, they prepared another grant application for the NSF's multi-user biological equipment program, a grant that the NSF initially rejected. Alvarez refused to give up, calling the director of the program and asking why their application had been turned down. The director made several suggestions on how to improve the application, among them, that they provide more statistics on the numbers of students enrolled in science programs at EPCC and the numbers who were transferring to four-year colleges to pursue bachelor's and graduate degrees after their experiences at EPCC.

Some of the science students at the community college had been participating in two programs sponsored by the University of Texas at El Paso (UTEP) to expose them to research and faculty men-

The National Science Foundation grant to El Paso Community College has enabled students to get hands-on laboratory experience

tors during the summer, which helped convince the NSF of the college's interest in wanting to do more for science-oriented students at EPCC itself.

"We were so excited," said María Alvarez, EPCC biology instructor and lead investigator for the grant. "In four-year institutions, the undergraduates don't get to touch the equipment. It's so competitive for them. But here they can. I've had students present their findings from their research at the American Society for Microbiologists. Some people said that [the research] was too advanced for the students. They can do it though."

"We showed them that those students who experience the thrill of research do well and are likely to go on in their studies," Alvarez said.

Hannah Jurado, 22, of El Paso, knows all about the thrill of research since she is assisting in a project at the center. "It's fantastic to have facilities like this here," said Jurado, who plans to pursue an engineering degree when she transfers to a four-year university in the fall. "Your esteem goes up, and your enthusiasm skyrockets."

Alvarez said it also helped that President Barrera wrote a letter committing to continued funding for the lab's maintenance when the grant expires and noting that the student population at EPCC is nearly 80 percent Latino. The science community has expressed the need for more minority scientists and engineers, a factor that did not escape the NSF committee that decided to give EPCC the grant.

School officials hope the new center and equipment will attract other students to the scientific research program and attract more grants to the EPCC. Already, the grants have generated other projects at EPCC. For example, a physics class was allowed to include one of its experiments in a NASA Space Shuttle mission.

"The center's construction was funded by the National Science Foundation to promote students' interest in science, increase the number of students pursuing careers in science, and encourage these students to seek advanced degrees," said Alvarez, a native of El Paso. "The ultimate goal of both grants is to increase the research productivity of our facility and students in biology and chemistry."

Among the pieces of equipment the school purchased with the grant were centrifuges (which are being used to analyze viruses as well as other components of cells), a chromatography system (which separates proteins for molecular analysis), and a laminar flow hood (helps prevent contamination of specimens).

Even the teaching approach is different at the center. The students are experiencing what is called the investigative-learning teaching approach, which exposes students to the scientific method, encouraging them to ask questions, formulate hypothesis, design and conduct experiments with modern equipment, and collect and interpret data. The center steers clear of what Alvarez calls the "cookbook research method," which tells students what to mix and what results to expect.

Amy Arriola, 30, a student who will transfer to the University of Texas at El Paso in the fall to pursue an engineering degree, said that she has many friends at different schools, including some of the more prestigious colleges and universities, and that she was amazed that the community college's research center is comparable to or even better than the research facilities at some of the schools her friends are attending.

"The facility really speaks well of the college and the instructors," said Arnulfo Fierro, a drafting instructor at the Valle Verde campus, who recruited several drafting students to assist him and Alvarez on a research project. Projects at the center stress practical applications and relevance for the region.

Osvaldo Rascon, a 24-year-old former EPCC student who recently transferred to UTEP to study microbiology, is working under Alvarez on a project studying viruses in ground water through a grant from the Environmental Protection Agency. Alvarez argues that viruses can enter ground water through faulty septic tanks, especially those found in the *colonias*, impoverished communities on both sides of the border that lack adequate septic tanks and contaminate entire aquifers. Their research will determine whether viruses can reactivate after being dormant in the water supply. The research team on this project has been invited by NASA to have its experiment placed on a reduced gravity airplane and eventually another space shuttle to see whether the viruses will reactivate under those conditions.

"As a student, you are a little scared about being in a lab at first because you don't know what to expect, but now I know what to expect, and I bet I could go into just about any lab and be comfortable," said Rascon.

Dr. Jerry Johnson, Dr. Alejandro Vasquez, and Oscar Calderon, biology instructors, are leading another project that will test the effects of pollutants on area plants, microorganisms, and animals. Chemistry instructor Jawad Mahmoud is using the center to work with students to study methods of removing heavy metals from water.

"Even if the students don't major in science, they will know more than the average citizen about science," Alvarez said. "They will have a scientific literacy that will help them make informed health and environmental decisions."

Alvarez said that the next step is to win grants to fund renovations and new equipment for similar labs at two more of the community college's campuses and to find grants to support a plan to use the existing lab in the summer to train local elementary and secondary school teachers in the investigative-research teaching method.

A research team investigating dormant viruses in ground water has been invited by NASA to have its experiment placed on a reduced gravity airplane and eventually another space shuttle to see whether the viruses will reactivate under those conditions.

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UPCOMING ISSUES!

May 8th Issue: Focus on Graduate Schools
Deadline April 21st

May 22nd Issue: Hispanics in Health Professions
Deadline May 5th

June 5th Issue: Legal Issues in Higher Education
Deadline May 19th

Fostering First Generation Success

Denver Results Very Encouraging

BY LOURDES TINAJERO

> *"I wish that peace will come to every country in the world. My dream is to study and have a career in business so that I can help those in need who have just come to the United States of America." –Van Dan Dang, Community College of Denver, President's First Generation Scholar*

Just two years ago, Community College of Denver (CCD) initiated the President's First Generation Scholarship program. Its mission then and now is to help students of diverse cultural backgrounds, ages, gender, and career interests become their families' first generation of college graduates.

So far, 36 CCD students have received the prestigious scholarship. Among them, 26 are of Hispanic origin, of which 16 are Hispanic females. Their ages range from 18 to 45. Thirteen are graduates of GED programs.

And after two years, 34 of the original 36 recipients, or 94 percent, are continuing their studies at the college. One scholar completed the program and plans to continue his studies in computer science.

Community College of Denver

CCD is a two-year urban college with open admission. The nearly 30-year-old school is the leading point of entry into higher education for residents of the City and County of

Between 1987 and 1996, CCD's minority enrollment increased from 27 percent to 54 percent. During the same period, the total number of graduates increased by 95 percent, while people of color as a percent of total graduates increased from 20 percent to 46.5 percent.

Coors Brewing Company representatives Carlos Soto, National Corporate Affairs and Marketing manager, and Olga Garcia, Corporate Relations manager (standing, far left) and Moses Brewer, Corporate Relations manager (standing, far right) pose with Community College of Denver's (CCD) first contingent of President's First Generation Scholarship recipients. A gift from Coors helped fund scholarships for CCD's inaugural scholarship endowment effort. CCD President Byron McClenney (center, back row) thanked Coors for helping the college initiate the program, which awarded 21 scholarships the first year. The company continues its support of the program because "It makes good business sense to invest in our future workforce," says Garcia.

Denver. The area's population is 23 percent Hispanic, 12.8 percent African-American, 2.4 percent Asian/Pacific Islander, 1.2 percent Native American, and 51.3 percent women.

The college provides programs and services to more than 10,000 students annually whose ethnic backgrounds match the school's service area: 53 percent minority, including 30 percent Hispanics and 61 percent women. More than 60 percent of CCD students are first generation.

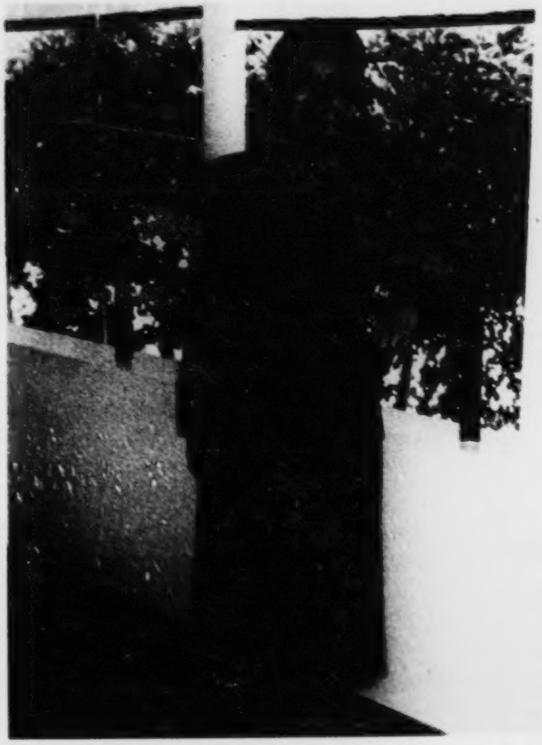
Special CCD initiatives over the past 10 years, such as the President's First Generation Scholarship (PFGS) and the Technical Education Centers (TEC), have enhanced access to higher education for Denver's residents.

CCD's main site is on the Auraria Campus–a unique higher education community shared by CCD, Metropolitan State College of Denver, and the University of Colorado at Denver. CCD operates three TEC sites where individuals can earn technical certificates and college-level credits toward associate degrees. Ten of the 36 PFGS students are graduates of CCD's TECs. In addition, CCD holds basic skills, ESL, and GED preparatory courses at more than 10 neighborhood sites.

Between 1987 and 1996, CCD's minority enrollment increased from 27 percent to 54 percent. During the same period, the total number of graduates increased by 95 percent, while people of color as a percent of total graduates increased from 20 percent to 46.5 percent. Graduates of color increased by 422 percent, from 83 to 350 graduates.

Community College of Denver's priorities are to provide quality instruction, student support services, scholarship and grant opportunities, and encouragement to students who seek technical certificates and associate degrees.

Although the PFGS program is young, student outcomes to date are positive. Of the initial 21-member cohort, 14 achieved cumulative GPAs of 3.0 or higher at the end of the 1996-1997 academic year. Of the 28 scholars who attended the fall 1997 semester, 21 earned cumulative GPAs of 3.0 or higher–12 achieved 3.5 or higher, and two earned 4.0. The retention rate of PFGS scholars is 94 percent.



Lourdes Tinajero serves as the PFGS Program Coordinator and as Special Assistant to the President at the Community College of Denver, Colo. Beginning March 30, 1998, she assumed a special assignment with the National Science Foundation in Arlington, Va.

Financial assistance opens the doors for a majority of CCD students, whose average family income is $16,647, the second lowest among college students in Colorado.

PFGS moves beyond the traditional one-year scholarship. To increase retention and ease anxieties over money, CCD's program guarantees financial assistance while scholars work toward associate and baccalaureate degrees, and as long as they maintain a cumulative GPA of 2.5 or higher on a four-point scale. These scholarships cover 100 percent of the scholar's tuition and fees at CCD for up to six semesters of study, and up to 100 percent of tuition and fees upon transfer to a four-year college or university. Scholars can receive other scholarships or grants to complement their financial aid needs.

The CCD program also offers a continuum of resources to increase retention and bring scholars to graduation. They include: individual mentors, workshops, community-building sessions, and transfer opportunities to four-year colleges and universities.

Mentorship

Individualized mentoring is a critical resource for most college attendees, particularly first-generation students. As noted by Donna Ortega, a PFGS mentor, CCD nursing instructor, and president of the CCD Faculty Council, "First-generation college students have questions such as, 'Can I succeed? Is there a place for me to expand? Do I dare to dream?' Through the President's First Generation Scholarship program, we allow students to dream."

The PFGS program provides each scholar with one or more mentors, depending on the student's personal needs and career interests. Mentors might include CCD faculty, staff, or alumni; a peer mentor with one or more years of experience as a CCD student; and/or a representative from a PFGS corporate, community, or government partner. PFGS scholars and mentors meet regularly, with a targeted goal of one meeting per week.

Workshops offer scholars opportunities to learn, develop, and build "life skills" in three areas: personal finance management, communication, and leadership development. CCD's Student Life and Activities, Student Assistance Center and Women's Services, Student Support Services, Division of Education and Academic Services, and Career Services Center all plan and offer these sessions. Workshops help scholars round out their college experience, achieve personal goals, and meet other PFGS scholars and CCD students with similar interests.

CCD and Colorado State University (Fort Collins) signed the historic agreement on June 5, 1996, creating a seamless system of scholarship support for first-generation students who begin their undergraduate studies at the two-year institution, graduate with an associate degree, and transfer to the four-year school to earn a baccalaureate degree. CCD now has similar agreements with eight Colorado public and private four-year institutions. Clockwise from bottom left are: Dr. Albert C. Yates, Colorado State president; Paul B. Thayer, CSU's director of the Center for Educational Access and Outreach and Undergraduate Student Retention; Carol Garnett, director of the CCD Office of Financial Aid; Michael Poindexter, vice president of Student Services, CCD; Keith M. Miser, vice president for CSU Student Affairs; and CCD President Dr. Byron McClenney.

Community-Building Sessions

"It's not easy to come to college unless you're coming straight from a high school with your friends," says Josephine Montoya, PFGS scholar. Community-building sessions are held each year to lessen the sense of isolation often felt by first-generation college students.

Group events to help scholars know that they are not alone include an orientation and two special breakfasts at which they are joined by mentors, the PFGS Committee, President's staff, and representatives from donor groups and from four-year institutions. Program staff arrange group visits for the scholars to those institutions, and hope next year to implement a PFGS newsletter and a PFGS Transfer Day event.

Transfer

The transfer component is the most unique feature of the PFGS program, providing scholars with the financial means to earn a bachelor's degree at one of eight Colorado private or public universities that has committed to continue financial assistance, mentorship, and workshops.

The first group of individuals to provide financial support for PFGS were CCD employees, who gave more than $15,000 in an 18-month period. Major support has come too from Coors Brewing Company, the Wells Fargo Foundation, and the estate of Jay and Natalee W. Beebe, which contributed $400,000 in honor of their son, Duane Beebe, a former CCD student. Generous support also has come from local businesses, organizations, and individuals.

They are Adams State College (Alamosa), Colorado School of Mines (Golden), Colorado State University (CSU-Fort Collins), Metropolitan State College of Denver, the University of Colorado at Boulder, the University of Colorado at Denver, the University of Denver, and the University of Northern Colorado (Greeley).

The agreement between CCD and CSU, says Dr. Paul Thayer, director of CSU's Center for Educational Access and Outreach and Undergraduate Student Retention, "offers the possibility of a smooth transition for first-generation students...[who are likely] to be well-prepared for university study...and likely to possess the skills, motivation, and support to succeed."

The transfer component keeps scholars well-informed about choices in baccalaureate degree programs and helps CCD and its partners recruit first-generation college students and prepare them for academic success.

Program Coordination

A 12-member PFGS Committee, appointed by CCD President Dr. Byron McClenney, helps guide the program by developing, recommending, and establishing program policies and procedures; planning and facilitating outreach efforts; reviewing scholarship applications; recommending award recipients; and helping evaluate the program to further enhance its design and quality.

Evaluation

CCD and its institutional partners commit to both the short- and long-term evaluation of the PFGS program through a process that focuses on both the quality of the program design and implementation and the scholars' academic achievements.

Program evaluation is accomplished through annual surveys of scholars and mentors (the basis for mentor focus group meetings), and feedback sessions with the President's staff, the college's governing board, the CCD Foundation board, and with employee councils–Hispanic, Administrative Council, and African-American.

Key program evaluation benchmarks include: scholars' semester GPAs at CCD and transfer institutions; semester hours attempted and earned; projected time of transfer from CCD to a transfer institution; the quality of transfer, i.e., the "smooth" administrative, academic, and socio-environmental transfer of students; the articulation of scholars from B.A./B.S. programs to graduate or professional schools, or the career entry of scholars into degree-related positions; and the long-term PFGS program impact on scholars.

Program evaluation results are shared with CCD faculty, staff, advisory council, foundation board, and donors.

Community Support

Institutional funds support PFGS administrative costs, while private funds provide the actual scholarship monies. The CCD Foundation's fund-raising activities allow CCD to award new scholarships and continuing scholarships to second-year PFGS scholars.

The first group of individuals to provide financial support for PFGS were CCD employees, who gave more than $15,000 in an 18-month period. Major support has come too from Coors Brewing Company, the Wells Fargo Foundation, and the estate of Jay and Natalee W. Beebe, which contributed $400,000 in honor of their son, Duane Beebe, a former CCD student. Generous support also has come from local businesses, organizations, and individuals, among them the CCD Alumni Association, The Auraria Foundation, FirstBank Holding Company, KeyCorp Banks, Nordstrom's, and US WEST SOMOS, an Hispanic employee organization. Federal, state, and city employees also have contributed through the Colorado Combined, Combined Federal, and the Denver Employees Combined Campaigns.

Program Outcomes

Although the PFGS program is young, student outcomes to date are positive. Of the initial 21-member cohort, 14 achieved cumulative GPAs of 3.0 or higher at the end of the 1996-1997 academic year. Of the 28 scholars who attended the fall 1997 semester, 21 earned cumulative GPAs of 3.0 or higher, 12 achieved at 3.5 or higher, and two earned 4.0.

The retention rate of PFGS scholars is 94 percent. That of **all** first-time-entering college students at CCD is 40 percent.

Results of a survey distributed to PFGS scholars in the spring reflect positive perceptions and experiences–with mentors, workshops, other scholars, and representatives of other CCD groups–and a high regard for the quality of instruction. All expressed an interest in pursuing a B.A. or B.S., and more than a few had already spoken with advisors about transfer plans.

The PFGS program is the first of its kind in Colorado and in U.S. community colleges. CCD hopes that other communities, both urban and rural, will consider implementing similar programs, confident they could make a positive impact on economies across the country.

Lyndon Knowles, CCD Foundation board member and Education Coordinator of the Colorado Hispanic Chamber of Commerce, believes that both private companies and public agencies become "direct beneficiaries of well-rounded employees" through programs such as PFGS, and that those well-rounded employees help create healthy bottom-line results.

CCD envisions that PFGS will continue, in the words of Dr. McClenney, to "initiate a legacy for communities of the future."

Anthony Hermosillo, case manager at Community College of Denver's (CCD) Technical Education Center (TEC) North, talks with a prospective student during a CCD/TEC information fair sponsored by the CCD Hispanic Council. More than 175 prospective students from the metro Denver Area and Denver Public Schools attended the event and received information about the schools, financial aid and scholarship opportunities, including the President's First Generation Scholarship program.

Hispanics at Community Colleges: Graduation Statistics

The number of degrees awarded is but one part of the community college story. Tens of thousands of students attend 2-year colleges to earn GEDs and to learn English before embarking on degree programs. Additional blocks of students transfer to 4-year institutions without stopping for the A.A. or A.S. degrees. Yet another large constituency relies on community colleges to update skills and enhance professional or personal lives. Still, the formal awarding of degrees is a milestone that we are happy to commend and acknowledge.

Data courtesy of the U.S. Department of Education Statistics.

Number of Hispanics Awarded Associate Degrees

RANK	INSTITUTION	DEGREES AWARDED
1	Miami-Dade Community College, Fla.	2,322
2	Community College of the Air Force	883
3	El Paso Community College, Texas	561
4	Laredo Community College, Texas	408
5	CUNY Borough of Manhattan Community College, N.Y.	402
6	CUNY La Guardia CommunityCollege, N.Y.	394
7	Huertas Jr. College, Puerto Rico	324
8	CUNY Hostos Community College, N.Y.	319
9	Texas Southmost College, Texas	319
10	Southwestern College, Calif.	317
11	Rancho Santiago College, Calif.	301
12	Del Mar College, Texas	301
13	Cerritos College, Calif.	298
14	Fresno City College, Calif.	291
15	Mt. San Antonio College, Texas	279
16	Monroe College-Main Campus, N.Y.	275
17	East Los Angeles College, Calif.	269
18	CUNY Bronx Community College, N.Y.	269
19	San Antonio College, Texas	261
20	Valencia Community College, Fla.	214
21	CUNY Kingsborough CommunityCollege, N.Y.	213
22	El Camino College, Calif.	207
23	Pima Community College, Ariz.	203
24	Colegio Tecnológico del Municipio de San Juan, Puerto Rico	202
25	City College of San Francisco, Calif.	197
26	Pasadena City College, Calif.	197
27	University of Puerto Rico-Carolina Regional College	197
28	Imperial Valley College, Calif.	196
29	Broward Community College, Fla.	196
30	Saint Augustine College, Ill.	189
31	College of the Sequoias, Calif.	187
32	Houston Community College System, Texas	187
33	Rio Hondo College, Calif.	185
34	St. Philips College, Texas	185
35	Hillsborough Community College, Fla.	184
36	Texas State Technical College-Harlingen Campus, Texas	179
37	Albuquerque Technical Vocational Institute, N.M.	178
38	Technical Career Institutes, N.Y.	178
39	CUNY Queensborough Community College, N.Y.	166
40	Fullerton College, Calif.	164
41	Kings River Community College, Calif.	156
42	Riverside Community College, Calif.	154
43	Bakersfield College, Calif.	151
44	National College of Business and Technology-Bayamon, Puerto Rico	151
45	Hartnell College, Calif.	148
46	Nassau Community College, N.Y.	148
47	Oxnard College, Calif.	141
48	Central Texas College, Texas	141
49	Ventura College, Calif.	139
50	Southwest Texas Junior College, Texas	135

Number of Hispanics Awarded Associate Degrees

RANK	INSTITUTION	DEGREES AWARDED
51	South Plains College, Texas	129
52	Northern New Mexico Community College, N.M.	127
53	Arizona Western College, Ariz.	125
54	Santa Monica College, Calif.	124
55	De Anza College, Calif.	122
56	New Mexico State Univ.-Main Campus, N.M.	122
57	San Bernardino Valley College, Calif.	117
58	Palomar College, Calif.	114
59	ICPR Junior College-Mayaguez, Puerto Rico	114
60	Austin Community College, Texas	112
61	Los Angeles Trade Technical College, Calif.	111
62	San Joaquin Delta College, Calif.	111
63	Long Beach City College, Calif.	110
64	Chaffey Community College, Calif.	108
65	Univ. of Puerto Rico-La Montaña Regional College	107
66	Bee County College, Texas	104
67	Los Angeles City College, Calif.	103
68	Modesto Junior College, Calif.	103
69	Northern Virginia Community College, Va.	103
70	Allan Hancock College, Calif.	100
71	Los Angeles Harbor College, Calif.	100
72	Pierce College, Wash.	99
73	Los Angeles Valley College, Calif.	98
74	Tarrant County Junior College, Texas	98
75	ITT Technical Institute, Carson, Calif.	98
76	Mesa Community College, Ariz.	97
77	Grossmont College, Calif.	97
78	San Diego City College, Calif.	96
79	Fashion Institute of Design and Merch.-Los Angeles, Calif.	95
80	University of Puerto Rico-Aguadilla Regional College	95
81	City Colleges of Chicago-Wilbur Wright College, Ill.	94
82	Santa Barbara City College, Calif.	92
83	Colegio Universitario del Este, Puerto Rico	89
84	International Fine Arts College, Fla.	87
85	Merced College, Calif.	86
86	Sacramento City College, Calif.	86
87	Instituto de Educación Universal, Puerto Rico	85
88	Palo Alto College, Texas	84
89	Chabot College, Calif.	83
90	Berkeley College of New York City, N.Y.	83
91	SUNY Westchester Community College, N.Y.	83
92	Phillips Junior College, Fresno, Calif.	83
93	Palm Beach Community College, Fla.	81
94	City Colleges of Chicago-Richard J. Daley College, Il.	80
95	Phoenix College, Ariz.	79
96	Los Angeles Pierce College, Calif.	77
97	Yuba College, Calif.	77
98	Bergen Community College, N.J.	77
99	Pueblo Community College, Colo.	76
100	Saint Petersburg Junior College, Fla.	76
101	ITT Technical Institute, Van Nuys, Calif.	76
102	Santa Rosa Junior College, Calif.	73
102	Skyline College, Calif.	73
104	Antelope Valley College, Calif.	72
105	Los Angles Mission College, Calif.	72
106	Diablo Valley College, Calif.	71
107	Community College of Denver, Colo.	71
108	Monroe Community College, N.Y.	[illegible]
109	Essex County College, N.J.	70
110	Plaza Business Institute, N.Y.	70
111	Art Institute of Houston, Texas	70
112	Southwest Institute of Merchandising and Design, Texas	70
113	Ramírez College of Business and Technology, Puerto Rico	69
114	Cochise College, Ariz.	68
115	American River College, Calif.	68
116	Electronic Data Processing College of Puerto Rico-San Sebastián	68
117	Florida Community College at Jacksonville	67
118	Cypress College, Calif.	66
119	College of the Desert, Calif.	66
120	Orange Coast College, Calif.	66
121	Saddleback College, Calif.	65
122	Victor Valley College, Calif.	64
123	Middlesex County College, N.J.	64
124	San Jacinto College-Central Campus, Texas	64
125	Moorpark College, Calif.	63
126	San Diego Mesa College, Calif.	63
127	Hudson County Community College, N.J.	63
128	Evergreen Valley College, Calif.	62
129	Pikes Peak Community College, Colo.	62
130	Phillips Junior College, Van Nuys, Calif.	61
131	Front Range Community College, Colo.	61
132	Santa Fe Community College, Fla.	61
133	Triton College, Ill.	61
134	Passaic County Community College, N.J.	61
135	Texas State Technical College-Waco Campus, Texas	61
136	Tallahassee Community College, Fla.	[illegible]
137	Santa Fe Community College, N.M.	[illegible]
138	Suffolk County Community College-Western Campus, N.Y.	[illegible]
139	ICPR Junior College-Arecibo, Puerto Rico	[illegible]
140	Berkeley College of Business, N.J.	[illegible]
141	ITT Technical Institute, Houston, Texas	[illegible]
142	Gavilan College, Calif.	57
143	Glendale Community College, Calif.	57
144	Denver Institute of Technology, Colo.	57
145	Union County College, N.J.	57
146	City College of Chicago-Harry S Truman College, Ill.	56
147	Morton College, Ill.	56
148	Yakima Valley Community College	56
149	San Jose City College, Calif.	55
150	Seminole Community College, Okla.	55

HISPANIC POPULATION BY STATE*

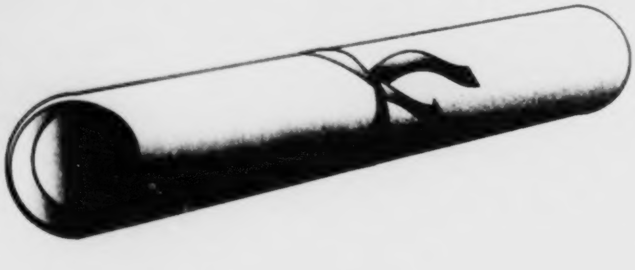
Alabama	35,857	Maryland	170,052	Rhode Island	59,475
Alaska	22,356	Massachusetts	348,181	South Carolina	40,771
Arizona	941,479	Michigan	242,128	South Dakota	7,366
Arkansas	40,852	Minnesota	76,044	Tennessee	52,302
California	9,630,188	Mississippi	20,149	Texas	5,503,372
Colorado	535,917	Missouri	76,755	Utah	121,641
Connecticut	253,245	Montana	14,550	Vermont	5,784
Delaware	22,774	Nebraska	63,294	Virginia	223,828
Distr. of Columbia	37,705	Nevada	226,039	Washington	321,654
Florida	2,022,110	New Hampshire	15,852	West Virginia	9,892
Georgia	187,392	New Jersey	920,085	Wisconsin	122,622
Hawaii	93,100	New Mexico	677,341	Wyoming	27,556
Idaho	80,976	New York	2,537,597		
Illinois	1,136,282	North Carolina	134,384		
Indiana	129,277	North Dakota	6,359		
Iowa	49,865	Ohio	168,711		
Kansas	124,842	Oklahoma	114,823		
Louisiana	109,969	Oregon	177,233		
Maine	8,446	Pennsylvania	292,050		

TOTAL HISPANIC 28,268,895
TOTAL U.S. 265,283,783

**Derived from "Estimates of the Population of States by Age, Sex, Race, and Hispanic Origin 1990 to 1996," U.S. Census.*

Photo courtesy of Glendale Community College

The Honor Roll



SUNY Rockland Community College

BY ROGER DEITZ

Rockland Community College Brewer Hall

When Dr. George S. Hamada assumed the presidency of SUNY Rockland at the start of this year, he was enthusiastic about expanding the potential of his community college. Among his priorities: increase outreach to the business and educational communities of the region.

"I'd like to create strong partnerships with local public schools and high schools, and to expand our existing transfer relationships with local four-year colleges and universities," reports Dr. Hamada, who is also "looking forward to the expansion of the campus," a reference to the Master Plan, which calls for the construction of a Technology Center and Health Services Building as well as major renovations to the Student Union. "Looking forward" very much describes Hamada's program.

Also high on his agenda is a goal of increasing the enrollment of Hispanic students at Rockland Community College (RCC). To help do this, the college successfully lobbied for the extension of the county's bus line, improving access to the main campus for residents of the predominantly Hispanic town of Haverstraw, in the northern section of the county. Earlier, Haverstraw students without cars traveled more than an hour and a half to attend classes on the main campus in Suffern. Now the trip takes about 30 minutes. In addition, the carrier, Transit of Rockland, discounts fares for college students.

With all that's going on there, the community is showing renewed interest in SUNY Rockland, this issue's *Hispanic Outlook* Honor Roll inductee.

Dr. Isidro Cancel, chairman and the first Hispanic member of the college's board of trustees, has high hopes that the new bus route will continue to boost minority enrollment. "We've been advocating this for a while with county legislators and the county executive," he says, noting that "all parties involved" came up with the route extension. "Students

BEST COPY AVAILABLE

President George S. Hamada

from North Rockland will find it easier to get to the college now, and we hope they take advantage of the new route."

Cancel talked, too, about the dramatic surge in enrollment experienced at the college's Haverstraw Extension site over the past year. He attributes it to improved and expanded course offerings, including a combined course in English and computers, which was specifically designed for recent immigrants and conducted in conjunction with the Latin American Education Foundation. The precinct of Haverstraw was founded in 1719, preceding the founding of Rockland County by 81 years. One of a string of river towns situated on the Hudson, Haverstraw has for much of the last two centuries been home to people who have to struggle hard for a piece of the American dream. Cancel, now a town councilman in Haverstraw, is helping to turn the tide.

SUNY Rockland opened its doors in 1959 in the former home of the county almshouse. It was preceded by a Rockland College chartered by the state Board of Regents in 1878. Historian Wilfred Blanch Talman wrote that it had "flourished for years." Today Rockland Community College is a comprehensive center of higher education and intellectual development for Rockland County and a cultural resource for the region.

Located in the historic and scenic Hudson Valley, only 30 miles northwest of Manhattan, replete with inns and taverns where General George Washington dined, slept, and carried on the business of the revolution, Rockland County today offers the best of many worlds.

Honor Roll Facts in Brief

INSTITUTION:
Rockland Community College

LOCATION:
145 College Road
Suffern, NY 10901
(914) 574-4000

SUNY ROCKLAND Community College

ESTABLISHED:
1959

ENROLLMENT:
Full-time: 3,326
Part-time: 2,890
Non-credit: 2,400

DEGREE OFFERINGS:
Two-Year Associate Degrees
One-Year Certificate

ANNUAL TUITION & FEES:
$2,325 (In-District)

NUMBER OF FACULTY:
Full-time: 165
Part-time: 385

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Communication Media Arts
Performing Arts
Marketing
Business Programming and Systems
Electrical Technology
Respiratory Care

INTERNET (Website) ADDRESS:
www.sunyrockland.edu

Bordered on the east by the Hudson River, the area has drawn many artists and art patrons–legendary actress Helen Hayes; Edward Hopper, dean of American realist painters; contemporary authors Toni Morrison and Leon Uris–to build homes along its banks, homes from which they traveled by ferry in the old days and via the Tappan Zee Bridge today to the business centers of Manhattan. The river town of Nyack continues to attract a new generation of struggling artists and writers.

Much of Rockland's acreage is devoted parkland, public and private. Harriman State Park alone occupies 72 square miles. Hiking, cycling and canoe clubs, and summer camps abound. Rockland's more developed suburban areas offer housing priced well below that of neighboring Westchester and Bergen counties, two of the most expensive areas in the nation.

Students from 45 countries attend the college. Of the 6,216 students now enrolled, 3,326 are full-time and 2,890 are part-time. About 2,400 additional students attend its non-credit courses. The student population is 9 percent Hispanic and 17 percent African-American.

Of the 1996 graduates, 55.8 percent of those with A.A. and A.A.S. degrees transferred to other colleges and universities. The college has articulation agreements with more than 20 private and public four-year colleges to facilitate transfer from RCC. Under joint admissions programs, students entering Rockland are guaranteed admission upon graduation to certain SUNY Colleges. Special transfer opportunities and scholarships, such as TOP–Transfer Opportunity Program for Black Colleges–and many other programs are available.

A founding member of the College Consortium for International Studies, Rockland is a national leader among two-year institutions for sending students on international study programs ranging from two weeks to a year.

While at Rockland, more than 66 percent of students receive some financial assistance in the form of grants, loans, and work-study programs. In 1996, the Rockland Community College Foundation awarded close to $85,000 in institutional scholarships at the annual Honors Convocation.

Rockland doesn't merely recruit students; it helps them to blossom once they enroll. SUNY Rockland's Honors Programs serve as models for other institutions. The nationally acclaimed, academically rigorous Mentored/Talented Students (M/TS) and Management Development (MgD) programs are aimed at liberal arts and business students seeking to transfer to premier colleges. MT/S, now in its 20th season, recently received a grant from the U.S. Department of Education to serve as a model for community college honors programs throughout the country. One who entered M/TS, Latina Sherry Trujillo-Robnett, featured in *HO* in 1997 as a success role model, was elected by students as their representative to the board of trustees.

The $135,000 grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) will finance a three-year project in which 15 other community colleges will work together with RCC to base their honors programs on the M/TS model. Several Ivy League and Tier I four-year colleges will also participate in the program to help in curriculum development of honors programs that assure transferability to premier colleges.

Monique Caubere, director of development, explained that the FIPSE award is one of the more prestigious grants a college can receive, and that it is highly competitive. "There were over 2,000 applicants nationwide, and only about 20 were funded," she told *HO*. Graduates of the MT/S program transfer to such colleges as Harvard, Yale, Cornell, University of Pennsylvania, and Smith. At present, approximately 200 students are enrolled in Rockland's Honors Programs.

A newly established Center for Workforce Development and Continuing Education is tailoring training programs to the needs of local business and industry, offering continuing education for professionals in health care, real estate, insurance, accounting, financial planning, and more, as well as driver's education, a legal assistant program, and senior education. The new center is part of SUNY's statewide initiative to engage community colleges in more cooperative relationships with local businesses, focusing on workforce development courses. The goal of the statewide program is to promote and encourage the location and development of new business in New York State and to create and retain employment opportunities in the state and local communities.

At SUNY Rockland, the newly established center will reorganize the college's current continuing education activities into one centralized office to improve service to the community and to attract businesses to Rockland County. The college will also work closely with the county's department of social services to coordinate and promote job training efforts for people currently receiving unemployment and welfare benefits, and will work with state and local agencies to identify training needs for the region.

These are but a few examples of the innovative ways in which Rockland Community College serves its constituency. President Hamada is proud of Rockland's pioneering services and calls the community college movement "the most important modern movement in higher education."

"Community colleges have refocused higher education on teaching," he says, "while taking a leadership role in integrating technology into education purposes. I think their flexibility...positions them very well for...the 21st century."

Department of International Student Services

The Title III Controversy

Old Alliances Threatened

BY GUSTAVO A. MELLANDER

Under Rep. Hinojosa's proposal, Tribal Colleges and Hispanic-serving Institutions would have separate listings and specific funding set aside for their institutions. In short, they would receive the same benefits that Black colleges and universities have long enjoyed.

During the civil rights movement of the 1960s, a working alliance was forged between African Americans and Hispanics. Both groups sought to find common ground and establish mutually beneficial, working partnerships. Cooperation was encouraged and sustained in many areas.

Higher education was one of those areas where both groups were able to agree to work together to advance their particular agendas. Both had been poorly served. Both could point to thousands among their ranks who were unable to reach their highest academic potential. Denied opportunities to secure the American dream, the need for working partnerships was clear. The groups' ability to cooperate led to many successful partnerships over the ensuing decades.

However, those carefully forged alliances are now being threatened. According to feature stories in both ***Black Issues in Higher Education*** and ***The Chronicle of Higher Education***, that diplomatically crafted, mutually beneficial cooperative spirit is now unravelling. Under such titles as "Can a rift be avoided?" and "Hispanic-serving Institutions seek more federal funds, angering Black colleges," an issue that has been boiling just below the surface in Washington, D.C., has now spilled out unto a national audience.

Congressman Rubén Hinojosa

Title III

Basically, Hispanic groups are trying to increase their portion of Title III funding. They want to be listed as a specific beneficiary in Title III and to be guaranteed discrete funding. African-American groups oppose the attempt, fearing that the anti-affirmative action climate now in vogue makes it unwise to restructure any entitlement programs. They suggest that a dramatic change of the *modus operandi* will ignite those opposed to race-based financial assistance programs.

Congress must take action because the Higher Education Act of 1965, reauthorized in 1992, expires this year. That fact provides supporters and opponents an opportunity to rewrite portions to favor their particular constituencies. Discussions have been held throughout the nation. Now congressional committees are busy renegotiating the new requests and demands that have surged forth.

No faction has offered to reduce its stipends, but many have marshalled an ever-growing number of reasons why their constituent group should receive increases. Since all 435 U.S. House of Representatives seats and a third of all 100 Senate seats are up for election in the fall, this issue has acquired staying power in Washington, D.C.

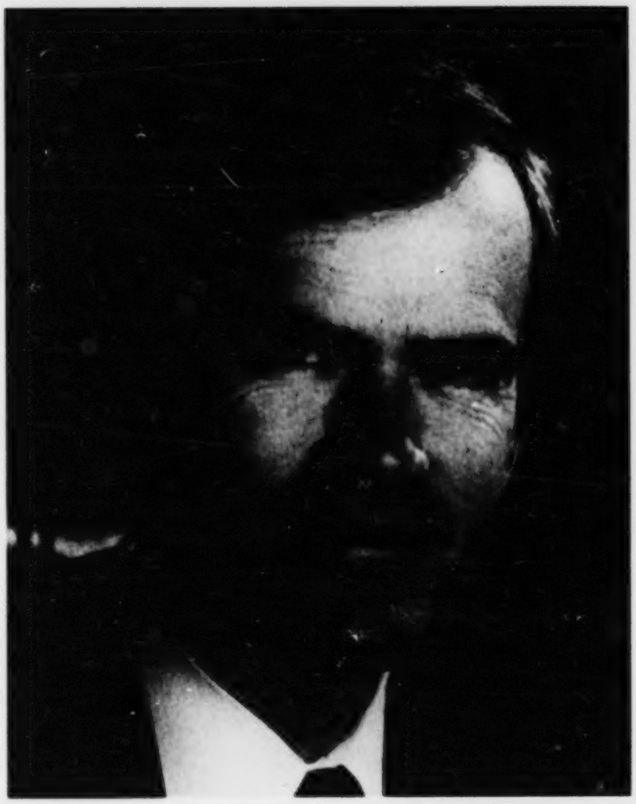
Title III, originally designed to support historically Black colleges and universities (HBCUs), has in recent years included a small stipend for Hispanic-serving institutions (HSIs). Hispanics and Native Americans have now petitioned to be formally included in a revised Title III.

African-American leaders fear that in this financially restricted era, any expansion of the eligibility pool would of necessity reduce existing stipends. They further contend that history played a significant role in the specific targeting of HBCUs for Title III federal assistance–that HBCUs have at times had to operate under antagonistic federal behavior, and to protect themselves, they pressed to have HBCUs specifically written into Title III. They contend that they must continue to be that precise and deliberative.

The Institutions

There are some 100 HBCUs serving about 280,000 undergraduates. Of the 83 percent who are African-American, most attend non-HBCU colleges. In 1994-95, only some 15 percent of all African Americans in higher education attended HBCUs.

Hispanics state that their dire financial needs have never been met. They point out that the roughly 160 HSIs historically receive an inordinately small percentage of available funds. They emphasize that Hispanics have the lowest college-participation rate of any ethnic group in the country, a situation that will not change until more colleges are Hispanic-friendly and sufficient funding exists. In 1994-95, HSIs served close to 40 percent of all 1,045,600 Hispanic American college students.


Senator Jeff Bingaman

African-American groups oppose the attempt, fearing that the anti-affirmative action climate now in vogue makes it unwise to restructure any entitlement programs. They suggest that a dramatic change of the* modus operandi *will ignite those opposed to race-based financial assistance programs.

Native American leaders believe that they face similar deprivation and have also entered the fray, seeking specific support for their Tribal Colleges (TCU). There are some 30 TCUs serving about 20,000 students, the majority of whom are Native Americans. In 1994-95, TCUs served about 20 percent of all Native Americans in higher education.

These last two groups seek not only greater funding but more direct set-aside provisions to guarantee that support will be clearly mandated. Clearly mandated so that they will receive it. They contend that funding disparity in the past, as recently as fiscal 1998, indicates why Title III must be reconstituted. In that budget year, HSIs received $12 million compared to $132.6 million garnered by HBCUs. The disparity is further accentuated in that HSIs had been authorized to receive up to $45 million, but since the funds were not specifically designated, they never received that full amount.

Proposed Legislation

Congressman Rubén E. Hinojosa, D-Texas, has introduced "Higher Education for the Twenty-First Century" (HR 2495) to address these issues. Heretofore, HBCUs have been the only higher education institutions with a discrete listing and guaranteed funding. Under Hinojosa's proposal, Tribal Colleges and Hispanic-serving Institutions would have separate listing and specific funding set aside for their institutions. In short, they would receive the same benefits that Black colleges and universities have long enjoyed.

The proposal builds upon 1992 reauthorization legislation that entitled HSIs to receive up to $45 million. Hinojosa proposes to increase that amount to $100 million as well as to provide $50 million a year for Tribal Colleges. He told *HO*, "Hispanics as a group are less well-served than any other American constituency. What we seek is a fair distribution of educational opportunities."

The Clinton administration, much to the disappointment of African-American supporters, has tentatively aligned itself with the Hinojosa thrust. In November, Education Secretary Richard W. Riley wrote a letter supporting that concept and others articulated by the Congressional Hispanic Caucus.

The bill is also supported by more than a dozen national associations, among them: National Council of La Raza, League of United Latin American Citizens, American Indian Higher Education Consortium, Hispanic Association of Colleges and Universities, Mexican American Legal Defense Fund, ASPIRA, National Association for Bilingual Association, National Association for College Admissions Counselors, National HEP-CAMP Association, and the Hispanic Education Coalition.

Senator Jeff Bingaman, D-N.M., has introduced sister legislation in the Senate to address the inequity. He told *HO*, "Hispanic students are the fastest growing segment of college enrollment in New Mexico. But I am sorry to say that our educational system is largely failing them."

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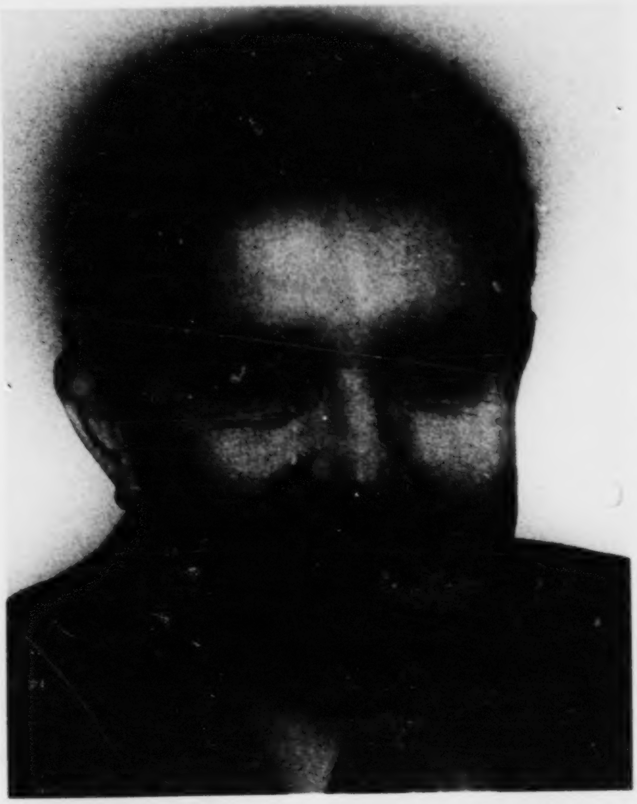


Antonio R. Flores, Ph.D., President, Hispanic Association of Colleges and Universities

The Future

The discussions between African-American and Hispanic leaders have been civil, albeit tinged with anxiety. Both sides seek common ground. Blacks agree that Hispanics have not been well served and that an inordinately small number are going to college. All agree that if economic times were better, a peaceful accommodation could be worked out.

It is agreed that HBCUs receive the bulk of Title III funds, but HBCUs point out that it is not enough. Qualified students and much-needed programs go lacking.

Hinojosa's proposal would not reduce HBCU funding. It would increase HSIs funding, but not from designated HBCU monies. Fresh HSI funds would be guaranteed and could be used on equipment, curricula, hiring tutors, and providing other student support services.

Dr. Henry Ponder, president, National Association for Equal Opportunity in Higher Education, who represents HBCUs, has said, "If you put enough money in the program, nobody gets hurt." But he fears too that given the times, the total amount will not be increased and thus any redistribution will lead to diminishment for some.

Clinton's FY'99 budget request gives HSIs some comfort for it increases funding by $16 million over the $12 million authorized last year. Tribal Colleges are budgeted to receive $5 million, up from zero. Those numbers, although improvements, are far below those sought by Hinojosa and the Hispanic coalition.

The future is not clear. Strongly held positions are in conflict. Budgets are shrinking, not expanding. The Hispanic Association of Colleges and Universities strongly underscores the need for a new *modus operandi*. Its president, Dr. Antonio Flores, told *HO*, "We seek equity for the most underrepresented group in higher education."

In his view, a reasonable appropriation for FY'99 would be $45 million, not $28 million. He noted that while Hinojosa's bill does not contain all the elements HACU suggested, it is a step in the right direction and, thus, has the Association's full support. Flores feels HACU's position is a just one in that "HSIs have historically been grossly underfunded."

Flores has met with various African-American leaders to explain the rationale for the request. He too hopes to find a positive position all can support. All parties view mutually destructive warfare as ruinous to the goal of providing higher education opportunities to hundreds of thousands.

Dr. Mellander is a professor at George Mason University.

Virtual Library in the Making

Campaign Under Way

BY ANTONIO PÉREZ

Borough of Manhattan Community College (BMCC), via its virtual library, is taking the lead in offering our nearly 17,000 students access to cutting-edge technology and to the infinite storehouse of information available over the Internet. BMCC will be the first public higher education institution in New York City–and one of the first community colleges in the nation–to welcome its students and the surrounding community to its "library without books."

We are determined that BMCC students won't be left behind in their struggle to meet society's escalating demands for technological sophistication. Our virtual library will enable our students, so many of whom come from inner-city neighborhoods and homes without computers, to access cyberspace in a quiet study environment–24 hours a day–365 days a year.

The virtual library project is part of an effort that involves the college community, the city government, and the private sector. The New York City Council has allocated $381,000 of its 1997-98 budget for the $1.3 million library, and BMCC–through its Fund for Excellence–has raised more than $220,000. The major benefactors to date are several foundations–Bell Atlantic, Travelers, Citicorp, James T. Lee, and Miles and Shirley Fiterman.

In 1993, Miles and Shirley Fiterman, of Minneapolis, Minn., gave BMCC the largest gift ever given to a community college in the United States. The gift was an office building–a spacious one–located at 30 West Broadway in lower Manhattan, just blocks from BMCC.

Mr. Fiterman said, "I have never experienced as much satisfaction as I have had with BMCC. Giving that building was only a beginning." And the Fitermans have continued to lend support to the college in myriad ways, including their donations to BMCC's chess team, art gallery, scholarship fund, and discretionary fund.

The BMCC virtual library will be the centerpiece of Fiterman Hall, occupying parts of its first three floors and providing 400 seats. Ron Spalter, BMCC's dean for administration and planning, describes the virtual library as follows: "There will be workstations connected to a network. On the network will be a series of CD-ROM jukeboxes that will have whatever information sources can be procured in a CD-ROM format; and there will be several of these jukeboxes, with hundreds of CD-ROMs available. The network will be connected to The City University and, via the university, we will have access to 1,000 full-text journals, as well as to several thousand abstracts. We will also have access to the *Encyclopedia Britannica*, U.S. Census Bureau information, and the like. And, via our network, we will be connected to the Internet itself."

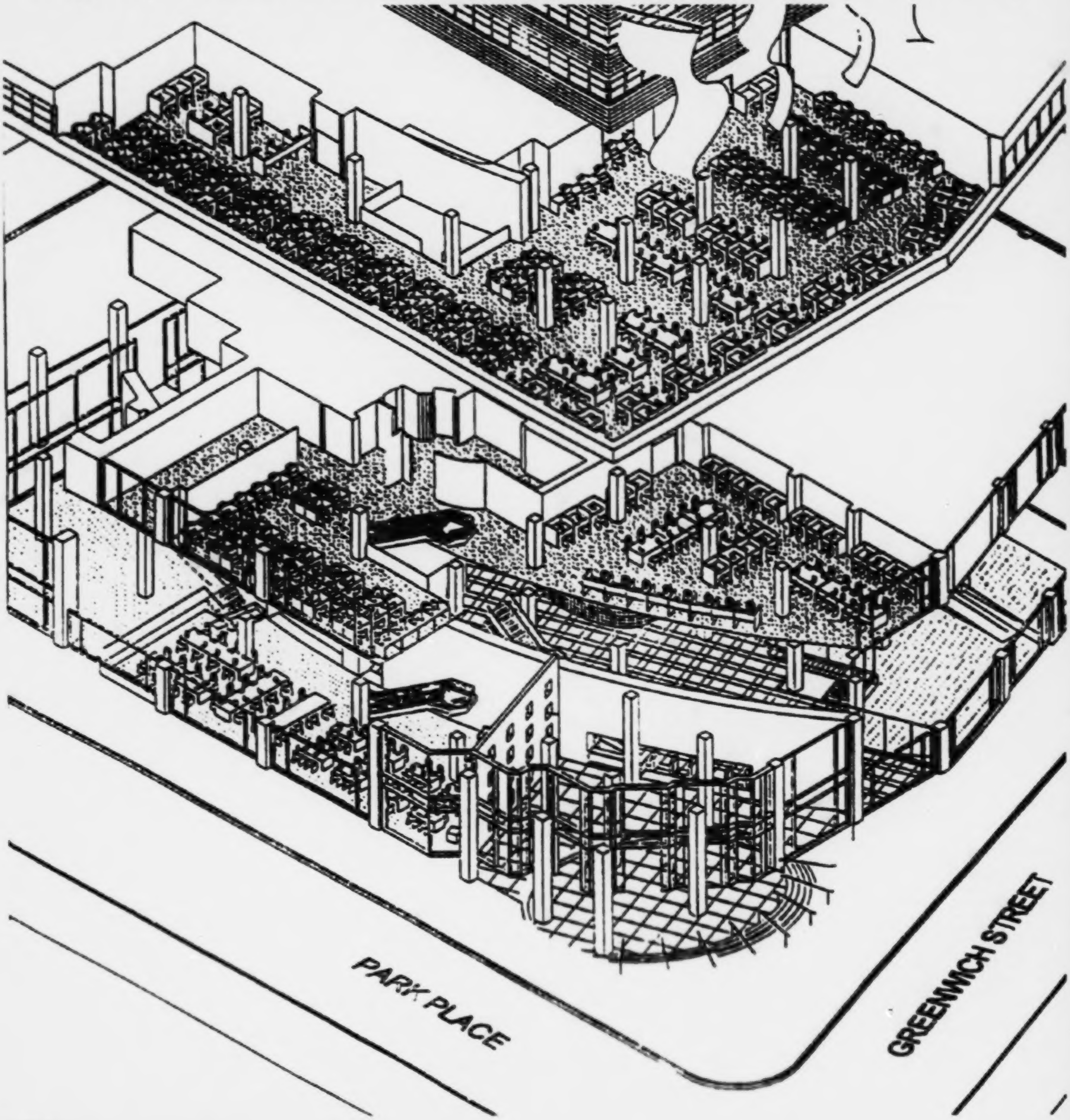
The BMCC reference library staff, headed by chief librarian Sidney Eng, will have the task of developing a methodology for instructing the user in how to navigate efficiently and successfully through the mountains of data that exist in digital form. We know that instructing students in this methodology will be critical to the success of our virtual library. Another innovation–one that will require a lot of thought–and some measure of experimentation–will be designing nontraditional work stations and seating arrangements.

Finally, the virtual library will not only bring state-of-the-art computer technology and cyberspace within the reach of all BMCC students; it will move us ever closer to our goal of becoming the premier community college in the United States.

"In 1993, Miles and Shirley Fiterman, of Minneapolis, Minn., gave BMCC the largest gift ever given to a community college in the United States. The gift was an office building–a spacious one–located at 30 West Broadway in lower Manhattan, just blocks from BMCC. Mr. Fiterman said, 'I have never experienced as much satisfaction as I have had with BMCC. Giving that building was only a beginning.' And the Fitermans have continued to lend support to the college in myriad ways."

PRESIDENT
ANTONIO PÉREZ
BOROUGH OF
MANHATTAN COMMUNITY
COLLEGE

Proposed Virtual Library–Borough of Manhattan Community College



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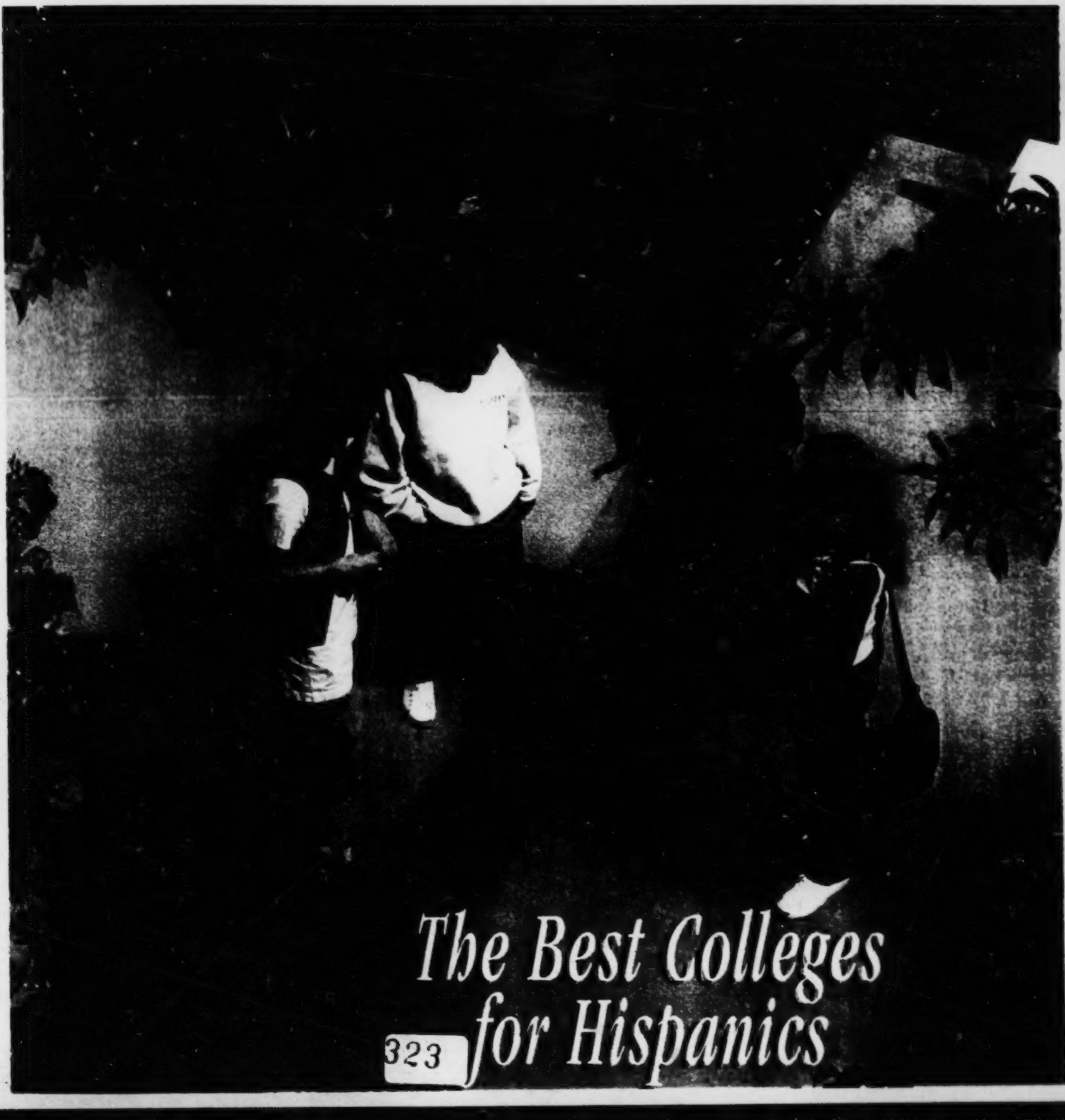

The Best Colleges for Hispanics

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

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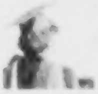

It appears that the next 10 years will call for many new teachers and new schools to serve the growing population of students nationwide.

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Cover Photo: Courtesy of California State University-Northridge

The Washington Post: A Useful Tool

BY GUSTAVO A. MELLANDER

This column focuses on developments in Washington, D.C., that are relevant to Hispanics and higher education. But "Outlook on Washington" can cover only select aspects of the whole scene.

From time to time, we suggest resources that enable readers to further their understanding of those developments, in Washington and elsewhere. *The Washington Post* is one such resource.

The print edition of *The Washington Post* is available across the country, but an alternative access exists through the World Wide Web. *The Washington Post* maintains a comprehensive Web site that is accessible at no cost. It is at <www.washingtonpost.com>.

The content of the day's print edition is posted on the Web site. In addition, the site offers *Post* articles from the previous two weeks. The articles can be searched by author, by title, or by keywords found within them. A search of a recent two-week period for the word *education* found that it was used 311 times in the articles posted. The two-week archive and the search capability give readers the option of reading the current newspaper every day or visiting the site less frequently.

The Washington Post covers developments in Congress, the executive branch, and the courts in a comprehensive manner. Because education is the center of many policy debates and is an important national concern, the *Post* devotes quite a bit of coverage to educational developments.

Some of these articles present background on educational topics of national significance. In October 1997, the *Post* ran a three-part series on student loans and how they have evolved in recent years, particularly in the ways they are financed and administered.

The articles–an excellent example of journalistic investigation–provided a perspective that would be useful to anyone interested in the subject of student loans.

Oftentimes, *Post* reporters will peg a story on an educational topic of national significance by using examples from the schools in the Washington area. A recent article explored the relatively high rate of college dropouts among students from the suburbs surrounding Washington and local efforts to counter the problem. Although the local statistics generally mirror national statistics that are well known to educators, the *Post* article presented a fresh look.

Readers might find it useful to follow some of the educational issues involving the District of Columbia, and their impact on the affluent suburbs that surround the nation's capital. The D.C. school system is plagued with a budget shortfall and a host of other problems that are faced by many urban school systems. Its surrounding districts are experiencing high minority enrollments that present the suburban school systems with a new set of challenges.

Fairfax County school system in northern Virginia is of particular interest. President Clinton has referred to it as an example of a school system involved in the education of an increasingly diverse student community. The 11th largest school system in the country, it has 143,000 students, of whom 37 percent are ethnic minorities; about 10 percent of them are Hispanic. The new school superintendent, Cuban-born Daniel Domenech, has a long-time interest in bilingual education and the education of Hispanics.

Also notable in *The Washington Post* are its columnists. They provide a broad range of perspectives on national issues, including those involving education. William Raspberry provides an insightful perspective on a variety of issues including questions of race and diversity. David Broder and George Will, on politics; Robert Samuelson and James Glassman, on economic issues.

All recent articles of the columnists are available on the Web site. The book review section frequently covers book related to education.

The Washington Post Web site often supplements its major stories with previous articles on the subject, additional background material, and links to other sites. The *Post* also provides e-mail access to its readers and invites them to communicate with its editorial staff, reporters, and columnists.

The content of the Web site is constantly changing, allowing readers who visit on a regular basis to keep abreast of rapidly changing events. Articles of particular interest can be selected using an "electronic paper clipper" and saved as a "plain text" article to disk. The saved article can be read later using any word processor or a World Wide Web browser. Electronically saved articles have the advantage over their paper counterparts of being far more compact and easily searched.

The electronic *Washington Post* provides all of us with access to up-to-date news from Washington.

Dr. Mellander is a professor at George Mason University. **HO**

Because education is the center of many policy debates and is an important national concern, the **Post** ***devotes quite a bit of coverage to educational developments.***

Letter from the Publisher

Dear Colleagues:

Back in the fictional "good old days"–days that never were for so many of us–a student faced distractions. The call of the social life. The call of the athletic life. The fraternity life.

Things are different for most of today's college students. In nearly any class, undergraduate or graduate, ask how many students are working while attending school, and you will see an unbroken sea of upraised hands. Today's distractions are more likely to be the competing claims of one or more jobs. The competing claims of parents unfamiliar with the rigors of academic study. Parents raised to believe a grown-up son or daughter should earn money for the family, not divert it to the "luxury" of an education.

In this changed climate, the word *persistence* crops up with some frequency. And indeed it takes persistence to earn 120 credits, especially for those who first have to pay the price of a substandard K-12 education, the kind so common, we are told, in the impoverished urban and rural environments that are home to so many Hispanic youths.

Earning that GED, that certificate, that associate's degree, that bachelor's degree takes persistence. Going beyond that, to a master's, to a doctorate, takes even more. It takes the ability to dream, to plan toward that dream, to scramble for funds, to defer other gratifications, to opt for education over and over. And to earn the attention, interest, and respect of faculty who can lead you in productive directions.

Many intelligent and valuable people fail in their first attempts to make it all happen and never try again. Others persist.

For all these reasons, we salute the country's Hispanic graduates, and all the schools that recruited, shaped, and delivered them. And we thank the families and members of the greater community who supported the students' efforts in ways sometimes great and sometimes small, but never insignificant.

Un millión de gracias.

Jose Lopez Isa

José López-Isa

The Top 100

Bachelor's Degrees Conferred

UNIVERSITY	1,737
S AT EL PASO	1,063
S AT AUSTIN	943
S–PAN AMERICAN	819
IA–LOS ANGELES	767
RSITY–LOS ANGELES	727
S AT SAN ANTONIO	698
SITY	652
IA–BERKELEY	649
ICO–MAIN CAMPUS	581
ERSITY–	573
	571
RSITY–FULLERTON	553
RSITY–	533
	506
RSITY–FRESNO	482
RSITY–LONG BEACH	460
–UNIVERSITY PARK	454
	452
UNIVERSITY	443
IA–SANTA BARBARA	438
TY–MAIN CAMPUS	434
–KINGSVILLE	429
TY	424
CHNIC	403
N CALIFORNIA–	382
STATE OBISPO	381
	381
	378
ORIDA	377
FLORIDA	372
RSITY–	361
RSITY–	338

34	BARRY UNIVERSITY	330
35	UNIVERSITY OF CALIFORNIA–DAVIS	329
36	UNIVERSITY OF CALIFORNIA–IRVINE	325
37	RUTGERS UNIVERSITY–NEW BRUNSWICK	325
38	UNIVERSITY OF CALIFORNIA–SAN DIEGO	313
39	CUNY CITY COLLEGE	312
40	UNIVERSITY OF ILLINOIS AT CHICAGO	311
41	CUNY BERNARD M. BARUCH COLLEGE	309
42	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	308
43	SAINT MARY'S UNIVERSITY	303
44	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	298
45	CUNY HUNTER COLLEGE	292
46	SAN FRANCISCO STATE UNIVERSITY	280
47	FLORIDA STATE UNIVERSITY	279
48	TEXAS A & M INTERNATIONAL UNIVERSITY	272
49	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	271
50	SAINT JOHN'S UNIVERSITY–NEW YORK	270
51	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	268
52	TEXAS TECH UNIVERSITY	267
53	UNIVERSITY OF ILLINOIS AT URBANA	260
54	FLORIDA ATLANTIC UNIVERSITY	219
55	NORTHERN ARIZONA UNIVERSITY	218
56	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	217
57	NEW YORK UNIVERSITY	213
58	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	210
59	UNIVERSITY OF CALIFORNIA–RIVERSIDE	204
60	UNIVERSITY OF COLORADO AT BOULDER	197
61	NEW MEXICO HIGHLANDS UNIVERSITY	196
62	UNIVERSITY OF WASHINGTON	195
63	THE UNIVERSITY OF TEXAS AT ARLINGTON	194
64	QUEENS COLLEGE	180
65	CALIFORNIA STATE UNIVERSITY–HAYWARD	177
66	METROPOLITAN STATE COLLEGE OF DENVER	169
67	UNIVERSITY OF MICHIGAN–ANN ARBOR	168
68	UNIVERSITY OF NORTH TEXAS	168
69	LOYOLA MARYMOUNT UNIVERSITY	161

70	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	[illegible]
71	INCARNATE WORD COLLEGE	[illegible]
72	DEPAUL UNIVERSITY	[illegible]
73	NOVA SOUTHEASTERN UNIVERSITY	[illegible]
74	SUL ROSS STATE UNIVERSITY	[illegible]
75	CALIFORNIA STATE UNIVERSITY–CHICO	[illegible]
76	KEAN UNIVERSITY	[illegible]
77	STANFORD UNIVERSITY	[illegible]
78	UNIVERSITY OF SOUTHERN COLORADO	[illegible]
79	BORICUA COLLEGE	[illegible]
80	JERSEY CITY STATE COLLEGE	[illegible]
81	CALIFORNIA STATE UNIVERSITY–BAKERSFIELD	[illegible]
82	NORTHEASTERN ILLINOIS UNIVERSITY	[illegible]
83	UNIVERSITY OF LAVERNE	[illegible]
84	BOSTON UNIVERSITY	[illegible]
85	FORDHAM UNIVERSITY	[illegible]
86	SUNY AT ALBANY	[illegible]
87	CALIFORNIA STATE UNIVERSITY–STANISLAUS	[illegible]
88	RUTGERS UNIVERSITY–NEWARK	[illegible]
89	GEORGE MASON UNIVERSITY	[illegible]
90	COLORADO STATE UNIVERSITY	[illegible]
91	SAINT THOMAS UNIVERSITY	[illegible]
92	SUNY AT STONY BROOK	[illegible]
93	UNIVERSITY OF SAN DIEGO	[illegible]
94	NORTHERN ILLINOIS UNIVERSITY	[illegible]
95	SAM HOUSTON STATE UNIVERSITY	[illegible]
96	UNIVERSITY OF NORTHERN COLORADO	[illegible]
97	SOUTHERN ILLINOIS UNIVERSITY–CARBONDALE	[illegible]
98	CORNELL UNIVERSITY–ENDOWED COLLEGES	[illegible]
99	SANTA CLARA UNIVERSITY	[illegible]
100	MONTCLAIR STATE UNIVERSITY	[illegible]

The Top 100

Master's Degrees Conferred on Hispanics

1	FLORIDA INTERNATIONAL UNIVERSITY	314
2	NOVA SOUTHEASTERN UNIVERSITY	234
3	NEW YORK UNIVERSITY	201
4	THE UNIVERSITY OF TEXAS AT AUSTIN	182
5	CUNY CITY COLLEGE	181
6	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	161
7	UNIVERSITY OF CALIFORNIA–LOS ANGELES	158
8	UNIVERSITY OF SOUTHERN CALIFORNIA	150
9	CUNY HUNTER COLLEGE	150
10	UNIVERSITY OF MIAMI	147
11	THE UNIVERSITY OF TEXAS AT EL PASO	145
12	WEBSTER UNIVERSITY	142
13	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	133
14	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	133
15	TEXAS A & M UNIVERSITY–KINGSVILLE	131
16	THE UNIVERSITY OF TEXAS–PAN AMERICAN	123
17	UNIVERSITY OF MICHIGAN–ANN ARBOR	116
18	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	112
19	UNIVERSITY OF CALIFORNIA–BERKELEY	112
20	HARVARD UNIVERSITY	108
21	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	107
22	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	106
23	BARRY UNIVERSITY	102
24	SAN DIEGO STATE UNIVERSITY	100
25	CUNY LEHMAN COLLEGE	98
26	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	97
27	NORTHERN ARIZONA UNIVERSITY	93
28	UNIVERSITY OF LAVERNE	93
29	STANFORD UNIVERSITY	93
30	SUL ROSS STATE UNIVERSITY	92
31	FORDHAM UNIVERSITY	91
32	NATIONAL UNIVERSITY	84
33	ADELPHI UNIVERSITY	84
34	UNIVERSITY OF SOUTH FLORIDA	81
35	UNIVERSITY OF FLORIDA	80
36	CALIFORNIA STATE UNIVERSITY–LONG BEACH	79
37	LONG ISLAND UNIVERSITY–BROOKLYN CAMPUS	78
38	CALIFORNIA STATE UNIVERSITY–FRESNO	76
39	UNIVERSITY OF ARIZONA	75
40	TEXAS A & M UNIVERSITY	75
41	UNIVERSITY OF ILLINOIS AT CHICAGO	74
42	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	73
43	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	71
44	TEXAS A & M INTERNATIONAL UNIVERSITY	70
45	SAN JOSE STATE UNIVERSITY	69
46	SAINT JOHN'S UNIVERSITY–NEW YORK	68
47	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	68
48	PEPPERDINE UNIVERSITY	66
49	CUNY BROOKLYN COLLEGE	64
50	SAN FRANCISCO STATE UNIVERSITY	63
51	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	62
52	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	61
53	CALIFORNIA STATE UNIVERSITY–FULLERTON	58
54	GEORGE MASON UNIVERSITY	58
55	UNIVERSITY OF COLORADO AT DENVER	56
56	SOUTHWEST TEXAS STATE UNIVERSITY	55
57	GEORGE WASHINGTON UNIVERSITY	54
58	NEW MEXICO HIGHLANDS UNIVERSITY	54
59	UNIVERSITY OF WASHINGTON	54
60	NORTHWESTERN UNIVERSITY	50
61	JOHNS HOPKINS UNIVERSITY	49
62	BOSTON UNIVERSITY	49
63	RUTGERS UNIVERSITY–NEW BRUNSWICK	48
64	UNIVERSITY OF WISCONSIN–MADISON	48
65	FLORIDA STATE UNIVERSITY	47
66	UNIVERSITY OF CHICAGO	47
67	UNIVERSITY OF PENNSYLVANIA	47
68	UNIVERSITY OF DENVER	46
69	UNIVERSITY OF CONNECTICUT	45
70	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	45
71	UNIVERSITY OF CENTRAL FLORIDA	44
72	AZUSA PACIFIC UNIVERSITY	43
73	UNIVERSITY OF COLORADO AT BOULDER	43
74	AMERICAN UNIVERSITY	43
75	NATIONAL–LOUIS UNIVERSITY	43
76	SUNY AT STONY BROOK	43
77	SAINT THOMAS UNIVERSITY	42
78	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	41
79	UNIVERSITY OF CALIFORNIA–IRVINE	41
80	SAINT MARY'S UNIVERSITY	41
81	GOLDEN GATE UNIVERSITY–SAN FRANCISCO	40
82	GEORGIA INSTITUTE OF TECHNOLOGY–MAIN CAMPUS	40
83	CLAREMONT GRADUATE SCHOOL	39
84	QUEENS COLLEGE	39
85	FLORIDA INSTITUTE OF TECHNOLOGY	37
86	CENTRAL MICHIGAN UNIVERSITY	37
87	SUNY AT ALBANY	37
88	CARIBBEAN CENTER FOR ADV STUDIES–MIAMI INST PSYCH	36
89	FLORIDA ATLANTIC UNIVERSITY	36
90	INDIANA UNIVERSITY–BLOOMINGTON	36
91	DEPAUL UNIVERSITY	35
92	UNIVERSITY OF ILLINOIS AT URBANA	35
93	UNIVERSITY OF PITTSBURGH–MAIN CAMPUS	35
94	TEMPLE UNIVERSITY	35
95	BOSTON COLLEGE	34
96	HERITAGE COLLEGE	34
97	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	32
98	OHIO STATE UNIVERSITY–MAIN CAMPUS	32
99	UNIVERSITY OF REDLANDS	31
100	LOYOLA UNIVERSITY OF CHICAGO	31

TOP 100

The Top 100

Doctoral Degrees Conferred

UNIVERSITY OF CALIFORNIA–BERKELEY	34
UNIVERSITY OF CALIFORNIA–LOS ANGELES	30
THE UNIVERSITY OF TEXAS AT AUSTIN	27
UNIVERSITY OF SOUTHERN CALIFORNIA	21
UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	21
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	21
MCCORMICK THEOLOGICAL SEMINARY	20
TEXAS A & M UNIVERSITY	19
NOVA SOUTHEASTERN UNIVERSITY	17
UNIVERSITY OF MICHIGAN–ANN ARBOR	17
ARIZONA STATE UNIVERSITY–MAIN CAMPUS	16
UNIVERSITY OF MIAMI	16
RUTGERS UNIVERSITY–NEW BRUNSWICK	16
UNIVERSITY OF MASSACHUSETTS–AMHERST	14
PENNSYLVANIA STATE UNIVERSITY–MAIN CAMPUS	14
UNIVERSITY OF ARIZONA	13
UNIVERSITY OF CALIFORNIA–SAN DIEGO	13
WALDEN UNIVERSITY	13
HARVARD UNIVERSITY	13
UNIVERSITY OF HOUSTON–UNIVERSITY PARK	13
STANFORD UNIVERSITY	13
NORTHERN ARIZONA UNIVERSITY	11
UNIVERSITY OF CALIFORNIA–RIVERSIDE	11
UNIVERSITY OF WISCONSIN–MADISON	11
UNIVERSITY OF CALIFORNIA–SANTA BARBARA	10
MICHIGAN STATE UNIVERSITY	10
NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	10
OHIO STATE UNIVERSITY–MAIN CAMPUS	10
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	9
CUNY GRADUATE SCHOOL AND UNIVERSITY CENTER	9
NEW YORK UNIVERSITY	9
CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH–LOS ANGELES	8
UNIVERSITY OF COLORADO AT BOULDER	8
CARIBBEAN CENTER FOR ADV STUDIES–MIAMI INST PSYCH	8
FLORIDA INTERNATIONAL UNIVERSITY	8
FLORIDA STATE UNIVERSITY	8
UNIVERSITY OF FLORIDA	8
TEMPLE UNIVERSITY	8
UNIVERSITY OF CALIFORNIA–DAVIS	7
UNIVERSITY OF CALIFORNIA–IRVINE	7
UNIVERSITY OF ILLINOIS AT URBANA	7
UNIVERSITY OF MINNESOTA–TWIN CITIES	7
CORNELL UNIVERSITY–ENDOWED COLLEGES	7
U S INTERNATIONAL UNIVERSITY	6
UNIVERSITY OF ILLINOIS AT CHICAGO	6
NORTHWESTERN UNIVERSITY	6
BROWN UNIVERSITY	6
TEXAS TECH UNIVERSITY	6
UNIVERSITY OF CALIFORNIA–SAN FRANCISCO	5
YALE UNIVERSITY	5
GEORGIA STATE UNIVERSITY	5
UNIVERSITY OF CHICAGO	5
ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY–CHICAGO	5
INDIANA UNIVERSITY–BLOOMINGTON	5
UNIVERSITY OF IOWA	5
UNIVERSITY OF KANSAS–MAIN CAMPUS	5
UNIVERSITY OF KENTUCKY	5
UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	5
BOSTON UNIVERSITY	5
SUNY AT BUFFALO	5
SUNY AT STONY BROOK	5
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH	5
CARNEGIE MELLON UNIVERSITY	5
UNIVERSITY OF NORTH TEXAS	5
UNIVERSITY OF WASHINGTON	5
UNIVERSITY OF CALIFORNIA–SANTA CRUZ	4
UNIVERSITY OF LAVERNE	4
COLORADO STATE UNIVERSITY	4
UNIVERSITY OF DENVER	4
UNIVERSITY OF CONNECTICUT	4
CATHOLIC UNIVERSITY OF AMERICA	4
LOYOLA UNIVERSITY OF CHICAGO	4
UNIVERSITY OF NOTRE DAME	4
PRINCETON UNIVERSITY	4
UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY	4
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	4
UNIVERSITY OF OKLAHOMA–NORMAN CAMPUS	4
THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	4
GEORGE MASON UNIVERSITY	4
WASHINGTON STATE UNIVERSITY	4
PURDUE UNIVERSITY–MAIN CAMPUS	4
THE FIELDING INSTITUTE	3
PEPPERDINE UNIVERSITY	3
GEORGIA INSTITUTE OF TECHNOLOGY–MAIN CAMPUS	3
UNIVERSITY OF GEORGIA	3
LOUISIANA ST UNIV & AGRL & MECH & HEBERT LAWS CTR	3
JOHNS HOPKINS UNIVERSITY	3
SUNY AT ALBANY	3
SUNY AT BINGHAMTON	3
SYRACUSE UNIVERSITY	3
YESHIVA UNIVERSITY	3
DUKE UNIVERSITY	3
WRIGHT STATE UNIVERSITY–MAIN CAMPUS	3
OKLAHOMA STATE UNIVERSITY–MAIN CAMPUS	3
UNIVERSITY OF PENNSYLVANIA	3
TEXAS WOMAN'S UNIVERSITY	3
UTAH STATE UNIVERSITY	3
VIRGINIA COMMONWEALTH UNIVERSITY	3
UNIVERSITY OF ALABAMA AT BIRMINGHAM	2
BIOLA UNIVERSITY	2

Bachelor's Degrees Conferred on Hispanics
by Academic Program

AGRICULTURE

1	TEXAS A & M UNIVERSITY	41
2	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	24
3	UNIVERSITY OF CALIFORNIA–DAVIS	24
4	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	22
5	TEXAS A & M UNIVERSITY–KINGSVILLE	19
6	UNIVERSITY OF FLORIDA	17
7	RUTGERS UNIVERSITY–NEW BRUNSWICK	14
8	CORNELL UNIVERSITY–NY STATE STATUTORY COLLEGES	14
9	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	12
10	CALIFORNIA STATE UNIVERSITY–FRESNO	12
11	UNIVERSITY OF CALIFORNIA–BERKELEY	11
12	UNIVERSITY OF ARIZONA	10
13	SAN JOSE STATE UNIVERSITY	10
14	NEW MEXICO HIGHLANDS UNIVERSITY	10

ARCHITECTURE

1	TEXAS A & M UNIVERSITY	46
2	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	43
3	UNIVERSITY OF CALIFORNIA–BERKELEY	28
4	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	27
5	UNIVERSITY OF MIAMI	22
6	TEXAS TECH UNIVERSITY	16
7	UNIVERSITY OF FLORIDA	14
8	CUNY CITY COLLEGE	13
9	PRATT INSTITUTE–MAIN	13
10	SYRACUSE UNIVERSITY	13
11	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	13
12	CATHOLIC UNIVERSITY OF AMERICA	1
13	UNIVERSITY OF ILLINOIS AT CHICAGO	10
14	NEW JERSEY INSTITUTE OF TECHNOLOGY	10
15	NEW YORK INSTITUTE OF TECHNOLOGY–OLD WESTBURY	10
16	NEW YORK INSTITUTE OF TECHNOLOGY–MANHATTAN CAMPUS	10
17	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	10

AREA AND ETHNIC STUDIES

1	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	32
2	UNIVERSITY OF CALIFORNIA–BERKELEY	27
3	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	24
4	UNIVERSITY OF CALIFORNIA–LOS ANGELES	20
5	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	20
6	CALIFORNIA STATE UNIVERSITY–FULLERTON	15
7	UNIVERSITY OF CALIFORNIA–SAN DIEGO	12
8	THE UNIVERSITY OF TEXAS AT AUSTIN	12
9	SONOMA STATE UNIVERSITY	10
10	CUNY HUNTER COLLEGE	10

BIOLOGICAL SCIENCES

1	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	76
2	THE UNIVERSITY OF TEXAS AT AUSTIN	67
3	UNIVERSITY OF CALIFORNIA–IRVINE	61
4	UNIVERSITY OF CALIFORNIA–LOS ANGELES	49
5	UNIVERSITY OF CALIFORNIA–SAN DIEGO	45
6	THE UNIVERSITY OF TEXAS AT EL PASO	42
7	UNIVERSITY OF CALIFORNIA–DAVIS	38
8	TEXAS A & M UNIVERSITY	38
9	SAINT MARY'S UNIVERSITY	37
10	FLORIDA INTERNATIONAL UNIVERSITY	36
11	UNIVERSITY OF CALIFORNIA–RIVERSIDE	35
12	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	35
13	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	32
14	UNIVERSITY OF CALIFORNIA–BERKELEY	31
15	UNIVERSITY OF ARIZONA	30
16	BARRY UNIVERSITY	9
17	THE UNIVERSITY OF TEXAS–PAN AMERICAN	28
18	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	27
19	UNIVERSITY OF ILLINOIS AT URBANA	24
20	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	24
21	UNIVERSITY OF MIAMI	22
22	FLORIDA STATE UNIVERSITY	21
23	UNIVERSITY OF FLORIDA	21
24	UNIVERSITY OF SOUTHERN CALIFORNIA	19
25	SAN DIEGO STATE UNIVERSITY	18
26	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	18
27	TEXAS A & M UNIVERSITY–KINGSVILLE	17
28	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	16
29	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	16
30	UNIVERSITY OF SOUTH FLORIDA	16
31	BAYLOR UNIVERSITY	15
32	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	15
33	SOUTHWEST TEXAS STATE UNIVERSITY	15
34	HARVARD UNIVERSITY	13
35	RUTGERS UNIVERSITY–NEW BRUNSWICK	13
36	OHIO STATE UNIVERSITY–MAIN CAMPUS	13
37	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	13
38	INCARNATE WORD COLLEGE	13
39	STANFORD UNIVERSITY	13
40	CALIFORNIA STATE UNIVERSITY–FULLERTON	12
41	UNIVERSITY OF CENTRAL FLORIDA	12
42	UNIVERSITY OF ILLINOIS AT CHICAGO	12
43	UNIVERSITY OF WASHINGTON	12
44	UNIVERSITY OF MICHIGAN–ANN ARBOR	11
45	RUTGERS UNIVERSITY–NEWARK	11
46	CORNELL UNIVERSITY–ENDOWED COLLEGES	11
47	BROWN UNIVERSITY	11
48	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	10
49	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	10
50	UNIVERSITY OF COLORADO AT BOULDER	10
51	UNIVERSITY OF KANSAS–MAIN CAMPUS	10
52	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	10
53	SUNY AT STONY BROOK	10

BUSINESS AND MANAGEMENT

1	FLORIDA INTERNATIONAL UNIVERSITY	473
2	THE UNIVERSITY OF TEXAS AT EL PASO	264
3	CUNY BERNARD M BARUCH COLLEGE	219
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	176
5	THE UNIVERSITY OF TEXAS AT AUSTIN	153
6	THE UNIVERSITY OF TEXAS–PAN AMERICAN	150
7	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	149
8	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	143
9	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	140
10	CALIFORNIA STATE UNIVERSITY–FULLERTON	31

Bachelor's Degrees Conferred on Hispanics
by Academic Program

BUSINESS AND MANAGEMENT (CONT'D)

11	SAN DIEGO STATE UNIVERSITY	109
12	UNIVERSITY OF SOUTHERN CALIFORNIA	107
13	SAINT MARY'S UNIVERSITY	104
14	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	102
15	UNIVERSITY OF ARIZONA	95
16	SAN JOSE STATE UNIVERSITY	93
17	TEXAS A & M UNIVERSITY	93
18	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	89
19	UNIVERSITY OF CENTRAL FLORIDA	89
20	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	87
21	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	86
22	UNIVERSITY OF MIAMI	86
23	UNIVERSITY OF SOUTH FLORIDA	85
24	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	84
25	CALIFORNIA STATE UNIVERSITY–FRESNO	83
26	SAINT JOHN'S UNIVERSITY–NEW YORK	83
27	UNIVERSITY OF PHOENIX–SOUTHERN CALIFORNIA CAMPUS	79
28	TEXAS A & M UNIVERSITY–KINGSVILLE	75
29	CALIFORNIA STATE UNIVERSITY–LONG BEACH	71
30	SOUTHWEST TEXAS STATE UNIVERSITY	71
31	WAYLAND BAPTIST UNIVERSITY	70
32	TEXAS A & M INTERNATIONAL UNIV	68
33	UNIVERSITY OF ILLINOIS AT CHICAGO	67
34	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	66
35	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	65
36	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	63
37	DEPAUL UNIVERSITY	62
38	PARK COLLEGE	62
39	UNIVERSITY OF FLORIDA	61
40	SAN FRANCISCO STATE UNIVERSITY	59
41	UNIVERSITY OF PHOENIX–ALBUQUERQUE, NM, CAMPUS	57
42	FLORIDA ATLANTIC UNIVERSITY	56
43	UNIVERSITY OF PHOENIX–COLORADO CAMPUS	56
44	UNIVERSITY OF LAVERNE	55
45	KEAN UNIVERSITY	54
46	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	53
47	LOYOLA MARYMOUNT UNIVERSITY	52
48	NOVA SOUTHEASTERN UNIVERSITY	52
49	JERSEY CITY STATE COLLEGE	52
50	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	52
51	THE UNIVERSITY OF TEXAS AT ARLINGTON	52
52	NEW MEXICO HIGHLANDS UNIVERSITY	51
53	PACE UNIVERSITY–NEW YORK	51
54	CALIFORNIA STATE UNIVERSITY–HAYWARD	50
55	UNIVERSITY OF REDLANDS	49
56	BARRY UNIVERSITY	48
57	UNIVERSITY OF NORTH TEXAS	47
58	FLORIDA STATE UNIVERSITY	46
59	ROBERT MORRIS COLLEGE	46
60	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	44
61	INCARNATE WORD COLLEGE	44
62	CUNY LEHMAN COLLEGE	43
63	UNIVERSITY OF PHOENIX–MAIN CAMPUS	42
64	UNIVERSITY OF COLORADO AT BOULDER	42
65	TEXAS TECH UNIVERSITY	42
66	UNIVERSITY OF SAN DIEGO	41
67	UNIVERSITY OF ILLINOIS AT URBANA	39
68	UNIVERSITY OF HOUSTON–DOWNTOWN	39
69	BOSTON COLLEGE	38
70	SANTA CLARA UNIVERSITY	37
71	NATIONAL–LOUIS UNIVERSITY	37
72	MERCY COLLEGE–MAIN CAMPUS	37
73	UNIVERSITY OF PHOENIX–TUCSON CAMPUS	37
74	UNIVERSITY OF CALIFORNIA–RIVERSIDE	35
75	RUTGERS UNIVERSITY–NEWARK	35
76	NORTHERN ARIZONA UNIVERSITY	33
77	SAINT PETER'S COLLEGE	33
78	UNIVERSITY OF NEVADA–LAS VEGAS	32
79	NEW YORK UNIVERSITY	32
80	PEPPERDINE UNIVERSITY	31
81	FORDHAM UNIVERSITY	31
82	UNIVERSITY OF HOUSTON–CLEAR LAKE	31
83	UNIVERSITY OF CALIFORNIA–BERKELEY	30
84	NATIONAL UNIVERSITY	30
85	SAINT MARY'S COLLEGE OF CALIFORNIA	30
86	REGIS UNIVERSITY	30
87	NORTHEASTERN ILLINOIS UNIVERSITY	30
88	DEVRY INSTITUTE OF TECHNOLOGY–POMONA	29
89	QUEENS COLLEGE	29
90	SUL ROSS STATE UNIVERSITY	29
91	METROPOLITAN STATE COLLEGE OF DENVER	27
92	SAINT LEO COLLEGE	27
93	LOYOLA UNIVERSITY IN NEW ORLEANS	27
94	PENNSYLVANIA STATE UNIVERSITY–MAIN CAMPUS	27
95	BAYLOR UNIVERSITY	27
96	UNIVERSITY OF PHOENIX–SAN DIEGO CAMPUS	27
97	UNIVERSITY OF PHOENIX–UTAH CAMPUS	27
98	CALIFORNIA STATE UNIVERSITY–STANISLAUS	26
99	SAINT THOMAS UNIVERSITY	26
100	UNIVERSITY OF NOTRE DAME	26
101	UNIVERSITY OF NEW ORLEANS	26
102	BENTLEY COLLEGE	26
103	JOHNSON & WALES UNIVERSITY	26
104	CALIFORNIA STATE UNIVERSITY–BAKERSFIELD	25
105	CALIFORNIA STATE UNIVERSITY–CHICO	25
106	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	25
107	UNIVERSITY OF WASHINGTON	25
108	SAINT EDWARD'S UNIVERSITY	24
109	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	23
110	ADAMS STATE COLLEGE	23
111	UNIVERSITY OF SOUTHERN COLORADO	23
112	LOYOLA UNIVERSITY OF CHICAGO	22
113	CUNY BROOKLYN COLLEGE	22
114	CUNY YORK COLLEGE	22
115	SUNY COLLEGE AT OLD WESTBURY	22
116	UNIVERSITY OF PENNSYLVANIA	22
117	LETOURNEAU UNIVERSITY	22
118	FRESNO PACIFIC COLLEGE	21
119	GEORGIA STATE UNIVERSITY	21
120	MONTCLAIR STATE UNIVERSITY	21
121	RUTGERS UNIVERSITY–NEW BRUNSWICK	21
122	COLLEGE OF SANTA FE	21
123	UNIVERSITY OF CENTRAL TEXAS	21
124	COLORADO CHRISTIAN UNIVERSITY	20
125	IONA COLLEGE	20
126	SAM HOUSTON STATE UNIVERSITY	20
127	SOUTHERN METHODIST UNIVERSITY	20

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BUSINESS AND MANAGEMENT (CONT'D)

128	BORICUA COLLEGE	19
129	HOFSTRA UNIVERSITY	19
130	THE UNIVERSITY OF TEXAS AT DALLAS	19
131	UNIVERSITY OF DENVER	18
132	NORTHERN ILLINOIS UNIVERSITY	18
133	CUNY NEW YORK CITY TECHNICAL COLLEGE	18
134	ARIZONA STATE UNIVERSITY–WEST	18
135	MOUNT SAINT MARY'S COLLEGE	17
136	UNIVERSITY OF NORTHERN COLORADO	17
137	DEVRY INSTITUTE OF TECHNOLOGY	17
138	CUNY COLLEGE OF STATEN ISLAND	17
139	FASHION INSTITUTE OF TECHNOLOGY	17
140	ANGELO STATE UNIVERSITY	17
141	DALLAS BAPTIST UNIVERSITY	17
142	GEORGE MASON UNIVERSITY	17
143	GOLDEN GATE UNIVERSITY–SAN FRANCISCO	16
144	UNIVERSITY OF COLORADO AT DENVER	16
145	COLORADO STATE UNIVERSITY	16
146	SACRED HEART UNIVERSITY	16
147	UNIVERSITY OF MASSACHUSETTS–AMHERST	16
148	COLUMBIA COLLEGE	16
149	LONG ISLAND UNIVERSITY–C.W. POST CAMPUS	16
150	STEPHEN F AUSTIN STATE UNIVERSITY	16
151	WOODBURY UNIVERSITY	15
152	CALUMET COLLEGE OF SAINT JOSEPH	15
153	SAINT LOUIS UNIVERSITY–MAIN CAMPUS	15
154	SETON HALL UNIVERSITY	15
155	EASTERN NEW MEXICO UNIVERSITY–MAIN CAMPUS	15
156	ST FRANCIS COLLEGE	15
157	TEMPLE UNIVERSITY	15
158	UNIVERSITY OF SAINT THOMAS	15
159	DEVRY INSTITUTE OF TECHNOLOGY	14
160	UNIVERSITY OF CALIFORNIA–LOS ANGELES	14
161	UNIVERSITY OF HARTFORD	14
162	GEORGETOWN UNIVERSITY	14
163	PURDUE UNIVERSITY–CALUMET CAMPUS	14
164	RIDER UNIVERSITY	14
165	ADELPHI UNIVERSITY	14
166	NYACK COLLEGE	14
167	PACE UNIVERSITY–PLEASANTVILLE BRIARCLIFF	14
168	THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	14
169	LONG ISLAND UNIVERSITY–BROOKLYN CAMPUS	13
170	OHIO STATE UNIVERSITY–MAIN CAMPUS	13
171	STRAYER COLLEGE–ARLINGTON CAMPUS	13
172	PURDUE UNIVERSITY–MAIN CAMPUS	13
173	CALIFORNIA LUTHERAN UNIVERSITY	12
174	UNIVERSITY OF SAN FRANCISCO	12
175	GEORGE WASHINGTON UNIVERSITY	12
176	PALM BEACH ATLANTIC COLLEGE	12
177	KENNESAW STATE COLLEGE	12
178	DEVRY INSTITUTE OF TECHNOLOGY	12
179	ILLINOIS STATE UNIVERSITY	12
180	ROOSEVELT UNIVERSITY	12
181	MICHIGAN STATE UNIVERSITY	12
182	CORNELL UNIVERSITY–NY STATE STATUTORY COLLEGES	12
183	CUNY HUNTER COLLEGE	12
184	DOWLING COLLEGE	12
185	SUNY AT ALBANY	12
186	CAMPBELL UNIVERSITY INC	12
187	CENTRAL WASHINGTON UNIVERSITY	12
188	WASHINGTON STATE UNIVERSITY	12
189	UNIVERSITY OF THE PACIFIC	11
190	FORT LAUDERDALE COLLEGE	11
191	KANSAS STATE UNIVERSITY OF AGRICULTURE AND APP SCI	11
192	BOSTON UNIVERSITY	11
193	BRYANT COLLEGE	11
194	TEXAS WOMAN'S UNIVERSITY	11
195	SONOMA STATE UNIVERSITY	10
196	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY	10
197	TRINITY INTERNATIONAL UNIVERSITY–SOUTH FLORIDA	10
198	UNIVERSITY OF NORTH FLORIDA	10
199	UNIVERSITY OF GEORGIA	10
200	HAWAII PACIFIC UNIVERSITY	10
201	LOUISIANA ST UNIV & AGRL & MECH & HEBERT LAWS CTR	10
202	TULANE UNIVERSITY OF LOUISIANA	10
203	UNIVERSITY OF MICHIGAN–ANN ARBOR	10
204	WESTERN MICHIGAN UNIVERSITY	10
205	SOUTHWEST MISSOURI STATE UNIV	10
206	UNIVERSITY OF NEBRASKA AT OMAHA	10
207	RAMAPO COLLEGE OF NEW JERSEY	10
208	WILLIAM PATERSON UNIVERSITY	10
209	MARIST COLLEGE	10
210	SUNY EMPIRE STATE COLLEGE	10
211	VILLANOVA UNIVERSITY	10
212	TEXAS CHRISTIAN UNIVERSITY	10
213	UNIVERSITY OF UTAH	10
214	VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV	10
215	UNIVERSITY OF PHOENIX–NORTHERN CALIFORNIA CAMPUS	10

COMMUNICATIONS AND COMMUNICATIONS TECHNOLOGIES

1	THE UNIVERSITY OF TEXAS AT AUSTIN	80
2	FLORIDA INTERNATIONAL UNIVERSITY	71
3	CALIFORNIA STATE UNIVERSITY–FULLERTON	51
4	UNIVERSITY OF MIAMI	40
5	UNIVERSITY OF FLORIDA	33
6	THE UNIVERSITY OF TEXAS AT EL PASO	33
7	UNIVERSITY OF ARIZONA	32
8	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	31
9	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	27
10	SAN JOSE STATE UNIVERSITY	26
11	BOSTON UNIVERSITY	26
12	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	25
13	UNIVERSITY OF CENTRAL FLORIDA	23
14	CUNY HUNTER COLLEGE	23
15	SAINT MARY'S UNIVERSITY	23
16	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	22
17	SAINT JOHN'S UNIVERSITY–NEW YORK	22
18	SOUTHWEST TEXAS STATE UNIVERSITY	22
19	UNIVERSITY OF CALIFORNIA–LOS ANGELES	20
20	RUTGERS UNIVERSITY–NEW BRUNSWICK	20
21	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	19
22	MICHIGAN STATE UNIVERSITY	18
23	PEPPERDINE UNIVERSITY	17
24	NEW YORK UNIVERSITY	17
25	TEXAS A & M UNIVERSITY	17
26	THE UNIVERSITY OF TEXAS AT ARLINGTON	17
27	UNIVERSITY OF SOUTHERN CALIFORNIA	16
28	UNIVERSITY OF SOUTH FLORIDA	16

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COMMUNICATIONS AND COMMUNICATION TECHNOLOGIES (CONT'D)

29	TEXAS TECH UNIVERSITY	16
30	CALIFORNIA STATE UNIVERSITY–FRESNO	15
31	SAN DIEGO STATE UNIVERSITY	15
32	SAN FRANCISCO STATE UNIVERSITY	15
33	UNIVERSITY OF COLORADO AT BOULDER	15
34	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	15
35	QUEENS COLLEGE	15
36	CALIFORNIA STATE UNIVERSITY–CHICO	14
37	DEVRY INSTITUTE OF TECHNOLOGY–POMONA	14
38	THE UNIVERSITY OF TEXAS–PAN AMERICAN	14
39	FLORIDA ATLANTIC UNIVERSITY	13
40	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	13
41	FORDHAM UNIVERSITY	13
42	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	12
43	CALIFORNIA STATE UNIVERSITY–LONG BEACH	12
44	FLORIDA STATE UNIVERSITY	12
45	LOYOLA UNIVERSITY IN NEW ORLEANS	12
46	NEW MEXICO HIGHLANDS UNIVERSITY	12
47	CUNY BERNARD M. BARUCH COLLEGE	12
48	UNIVERSITY OF WASHINGTON	12
49	UNIVERSITY OF CALIFORNIA–SAN DIEGO	11
50	UNIVERSITY OF SAN DIEGO	11
51	SAINT THOMAS UNIVERSITY	11
52	UNIVERSITY OF NORTH TEXAS	11
53	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	10
54	METROPOLITAN STATE COLLEGE OF DENVER	10
55	UNIVERSITY OF ILLINOIS AT URBANA	10
56	TOWSON STATE UNIVERSITY	10
57	INCARNATE WORD COLLEGE	10

COMPUTER AND INFORMATION SCIENCES

1	FLORIDA INTERNATIONAL UNIVERSITY	58
2	CUNY LEHMAN COLLEGE	33
3	DEVRY INSTITUTE OF TECHNOLOGY	29
4	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	21
5	CUNY BERNARD M. BARUCH COLLEGE	19
6	PACE UNIVERSITY–NEW YORK	18
7	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	17
8	STRAYER COLLEGE–ARLINGTON CAMPUS	16
9	THE UNIVERSITY OF TEXAS AT AUSTIN	15
10	DAVENPORT COLLEGE	14
11	UNIVERSITY OF PHOENIX–ALBUQUERQUE, NM, CAMPUS	13
12	UNIVERSITY OF PHOENIX–SOUTHERN CALIFORNIA CAMPUS	13
13	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	12
14	UNIVERSITY OF SAN FRANCISCO	12
15	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	12
16	REGIS UNIVERSITY	11
17	TEXAS A & M UNIVERSITY	11
18	THE UNIVERSITY OF TEXAS AT EL PASO	11
19	DEVRY INSTITUTE OF TECHNOLOGY–POMONA	10
20	UNITED STATES NAVAL ACADEMY	10
21	THE UNIVERSITY OF TEXAS–PAN AMERICAN	10

EDUCATION

1	FLORIDA INTERNATIONAL UNIVERSITY	281
2	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	152
3	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	89
4	NOVA SOUTHEASTERN UNIVERSITY	77
5	NORTHERN ARIZONA UNIVERSITY	76
6	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	75
7	CUNY CITY COLLEGE	74
8	UNIVERSITY OF ARIZONA	68
9	TEXAS A & M INTERNATIONAL UNIVERSITY	65
10	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	57
11	NEW MEXICO HIGHLANDS UNIVERSITY	55
12	BORICUA COLLEGE	55
13	CALIFORNIA STATE UNIVERSITY–FULLERTON	53
14	UNIVERSITY OF SOUTH FLORIDA	46
15	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	40
16	FLORIDA ATLANTIC UNIVERSITY	37
17	WESTERN NEW MEXICO UNIVERSITY	36
18	SAINT JOHN'S UNIVERSITY–NEW YORK	32
19	UNIVERSITY OF CENTRAL FLORIDA	31
20	BARRY UNIVERSITY	29
21	ANGELO STATE UNIVERSITY	28
22	NORTHEASTERN ILLINOIS UNIVERSITY	27
23	SOUTHERN ILLINOIS UNIVERSITY–CARBONDALE	26
24	WAYLAND BAPTIST UNIVERSITY	26
25	CALIFORNIA STATE UNIVERSITY–FRESNO	24
26	FLORIDA STATE UNIVERSITY	24
27	UNIVERSITY OF FLORIDA	24
28	UNIVERSITY OF ILLINOIS AT CHICAGO	24
29	KEAN UNIVERSITY	24
30	EASTERN NEW MEXICO UNIVERSITY–MAIN CAMPUS	24
31	CUNY BROOKLYN COLLEGE	24
32	COLLEGE OF SANTA FE	23
33	FLORIDA MEMORIAL COLLEGE	21
34	SAINT THOMAS UNIVERSITY	21
35	UNIVERSITY OF NEVADA–LAS VEGAS	21
36	SAM HOUSTON STATE UNIVERSITY	21
37	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	20
38	QUEENS COLLEGE	20
39	ARIZONA STATE UNIVERSITY–WEST	20
40	SAN JOSE STATE UNIVERSITY	19
41	SAN DIEGO STATE UNIVERSITY	18
42	EASTERN MICHIGAN UNIVERSITY	17
43	NATIONAL–LOUIS UNIVERSITY	16
44	CUNY LEHMAN COLLEGE	16
45	CUNY YORK COLLEGE	15
46	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	15
47	UNIVERSITY OF SAINT THOMAS	15
48	CALIFORNIA STATE UNIVERSITY–LONG BEACH	14
49	DEPAUL UNIVERSITY	14
50	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	13
51	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	13
52	WILLIAM PATERSON UNIVERSITY	13
53	LONG ISLAND UNIVERSITY–BROOKLYN CAMPUS	13
54	SUNY COLLEGE AT BUFFALO	13
55	SUNY COLLEGE AT GENESEO	13
56	UNIVERSITY OF LAVERNE	12
57	SAN FRANCISCO STATE UNIVERSITY	12
58	UNIVERSITY OF ILLINOIS AT URBANA	12
59	PRESCOTT COLLEGE	11

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EDUCATION (CONT'D)

60	UNIVERSITY OF THE PACIFIC	11
61	CUNY BERNARD M. BARUCH COLLEGE	11
62	SUNY COLLEGE AT NEW PALTZ	11
63	BOWLING GREEN STATE UNIVERSITY–MAIN CAMPUS	11
64	CENTRAL WASHINGTON UNIVERSITY	11
65	HERITAGE COLLEGE	11
66	FRESNO PACIFIC COLLEGE	10
67	NORTHERN ILLINOIS UNIVERSITY	10
68	INDIANA UNIVERSITY–NORTHWEST	10
69	SAINT PETER'S COLLEGE	10
70	TRENTON STATE COLLEGE	10
71	TEMPLE UNIVERSITY	10

ENGINEERING AND ENGINNERING TECHNOLOGIES

1	FLORIDA INTERNATIONAL UNIVERSITY	128
2	TEXAS A & M UNIVERSITY	116
3	THE UNIVERSITY OF TEXAS AT EL PASO	110
4	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	105
5	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	99
6	THE UNIVERSITY OF TEXAS AT AUSTIN	96
7	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	62
8	GEORGIA INSTITUTE OF TECHNOLOGY–MAIN CAMPUS	57
9	TEXAS A & M UNIVERSITY–KINGSVILLE	57
10	ITT TECHNICAL INSTITUTE	56
11	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	55
12	SAN JOSE STATE UNIVERSITY	51
13	UNIVERSITY OF FLORIDA	47
14	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	44
15	UNIVERSITY OF ARIZONA	44
16	NEW JERSEY INSTITUTE OF TECHNOLOGY	43
17	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	42
18	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	42
19	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	42
20	UNIVERSITY OF CENTRAL FLORIDA	40
21	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	39
22	UNIVERSITY OF MIAMI	39
23	CORNELL UNIVERSITY–ENDOWED COLLEGES	36
24	CUNY CITY COLLEGE	36
25	STANFORD UNIVERSITY	34
26	PURDUE UNIVERSITY–MAIN CAMPUS	34
27	RENSSELAER POLYTECHNIC INSTITUTE	33
28	CALIFORNIA STATE UNIVERSITY–FRESNO	32
29	UNIVERSITY OF CALIFORNIA–LOS ANGELES	32
30	UNIVERSITY OF SOUTHERN CALIFORNIA	31
31	DEVRY INSTITUTE OF TECHNOLOGY	31
32	UNIVERSITY OF CALIFORNIA–SAN DIEGO	30
33	UNIVERSITY OF ILLINOIS AT URBANA	29
34	CALIFORNIA STATE UNIVERSITY–LONG BEACH	28
35	TEXAS TECH UNIVERSITY	28
36	SOUTHERN ILLINOIS UNIVERSITY–CARBONDALE	27
37	UNIVERSITY OF SOUTH FLORIDA	26
38	SAN DIEGO STATE UNIVERSITY	25
39	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	24
40	RUTGERS UNIVERSITY–NEW BRUNSWICK	24
41	STEVENS INSTITUTE OF TECHNOLOGY	24
42	UNITED STATES NAVAL ACADEMY	23
43	DEVRY INSTITUTE OF TECHNOLOGY–POMONA	22
44	UNIVERSITY OF COLORADO AT BOULDER	22
45	UNIVERSITY OF CALIFORNIA–BERKELEY	21
46	UNIVERSITY OF CALIFORNIA–DAVIS	21
47	UNIVERSITY OF ILLINOIS AT CHICAGO	21
48	UNIVERSITY OF MICHIGAN–ANN ARBOR	21
49	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	20
50	FLORIDA ATLANTIC UNIVERSITY	19
51	POLYTECHNIC UNIVERSITY	19
52	UNIVERSITY OF WASHINGTON	19
53	UNITED STATES AIR FORCE ACADEMY	18
54	COLORADO SCHOOL OF MINES	16
55	UNIVERSITY OF SOUTHERN COLORADO	16
56	COLORADO STATE UNIVERSITY	15
57	COLLEGE OF AERONAUTICS	15
58	THE UNIVERSITY OF TEXAS AT ARLINGTON	15
59	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	14
60	MANHATTAN COLLEGE	14
61	NORTH CAROLINA STATE UNIVERSITY AT RALEIGH	14
62	MARQUETTE UNIVERSITY	14
63	UNIVERSITY OF CALIFORNIA–IRVINE	13
64	DEVRY INSTITUTE OF TECHNOLOGY	12
65	ITT TECHNICAL INSTITUTE	12
66	SUNY AT BUFFALO	12
67	UNIVERSITY OF HOUSTON–DOWNTOWN	12
68	FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY	11
69	TULANE UNIVERSITY OF LOUISIANA	11
70	SYRACUSE UNIVERSITY	11
71	DUKE UNIVERSITY	11
72	CALIFORNIA STATE UNIVERSITY–CHICO	10
73	NORTHERN ILLINOIS UNIVERSITY	10
74	PARKS COLLEGE OF SAINT LOUIS UNIVERSITY	10
75	PURDUE UNIVERSITY–CALUMET CAMPUS	10
76	LOUISIANA ST UNIV & AGRL & MECH & HEBERT LAWS CTR	10
77	BOSTON UNIVERSITY	10
78	UNIVERSITY OF MASSACHUSETTS–AMHERST	10
79	NEW YORK INSTITUTE OF TECHNOLOGY–OLD WESTBURY	10
80	WASHINGTON STATE UNIVERSITY	10

ENGLISH LANGUAGE AND LITERATURE

1	UNIVERSITY OF CALIFORNIA–BERKELEY	60
2	THE UNIVERSITY OF TEXAS AT AUSTIN	56
3	FLORIDA INTERNATIONAL UNIVERSITY	55
4	UNIVERSITY OF CALIFORNIA–LOS ANGELES	50
5	CALIFORNIA STATE UNIVERSITY–LONG BEACH	7
6	THE UNIVERSITY OF TEXAS–PAN AMERICAN	33
7	SAN DIEGO STATE UNIVERSITY	32
8	THE UNIVERSITY OF TEXAS AT EL PASO	32
9	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	31
10	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	30
11	RUTGERS UNIVERSITY–NEW BRUNSWICK	29
12	CUNY HUNTER COLLEGE	29
13	CALIFORNIA STATE UNIVERSITY–FULLERTON	28
14	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	28
15	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	27
16	UNIVERSITY OF CALIFORNIA–IRVINE	27
17	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	27
18	UNIVERSITY OF ILLINOIS AT URBANA	24
19	SUNY AT ALBANY	24

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20	TEXAS A & M UNIVERSITY	21
21	UNIVERSITY OF WASHINGTON	21
22	UNIVERSITY OF SOUTHERN CALIFORNIA	20
23	TEXAS A & M INTERNATIONAL UNIV	20
24	UNIVERSITY OF FLORIDA	19
25	SOUTHWEST TEXAS STATE UNIVERSITY	19
26	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	19
27	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	18
28	SAN FRANCISCO STATE UNIVERSITY	18
29	NORTHERN ILLINOIS UNIVERSITY	18
30	SAINT MARY'S UNIVERSITY	18
31	UNIVERSITY OF CALIFORNIA–DAVIS	17
32	UNIVERSITY OF SOUTH FLORIDA	17
33	UNIVERSITY OF MIAMI	16
34	GEORGE MASON UNIVERSITY	16
35	CALIFORNIA STATE UNIVERSITY–FRESNO	15
36	SAN JOSE STATE UNIVERSITY	15
37	UNIVERSITY OF SOUTHERN COLORADO	15
38	CUNY LEHMAN COLLEGE	15
39	YALE UNIVERSITY	14
40	UNIVERSITY OF ARIZONA	12
41	UNIVERSITY OF MICHIGAN–ANN ARBOR	12
42	SUNY AT BINGHAMTON	12
43	TEXAS TECH UNIVERSITY	12
44	MONTCLAIR STATE UNIVERSITY	11
45	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	10
46	UNIVERSITY OF COLORADO AT DENVER	10
47	METROPOLITAN STATE COLLEGE OF DENVER	10
48	FLORIDA STATE UNIVERSITY	10
49	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	10
50	BOSTON COLLEGE	10
51	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	10
52	QUEENS COLLEGE	10
53	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	10

FOREIGN LANGUAGE AND LITERATURE

1	UNIVERSITY OF CALIFORNIA–LOS ANGELES	51
2	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	47
3	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	39
4	THE UNIVERSITY OF TEXAS AT AUSTIN	36
5	RUTGERS UNIVERSITY–NEW BRUNSWICK	35
6	CALIFORNIA STATE UNIVERSITY–FRESNO	28
7	THE UNIVERSITY OF TEXAS–PAN AMERICAN	28
8	UNIVERSITY OF CALIFORNIA–IRVINE	27
9	SAN DIEGO STATE UNIVERSITY	26
10	UNIVERSITY OF ARIZONA	25
11	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	24
12	UNIVERSITY OF CALIFORNIA–BERKELEY	24
13	THE UNIVERSITY OF TEXAS AT EL PASO	24
14	UNIVERSITY OF CALIFORNIA–DAVIS	23
15	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	22
16	SUNY AT ALBANY	22
17	CALIFORNIA STATE UNIVERSITY–FULLERTON	20
18	CALIFORNIA STATE UNIVERSITY–LONG BEACH	20
19	FLORIDA INTERNATIONAL UNIVERSITY	20
20	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	20
21	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	18
22	UNIVERSITY OF NORTHERN COLORADO	18
23	UNIVERSITY OF ILLINOIS AT URBANA	18
24	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	17
25	THE UNIVERSITY OF TEXAS AT ARLINGTON	17
26	CUNY HUNTER COLLEGE	16
27	THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	16
28	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	14
29	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	13
30	QUEENS COLLEGE	13
31	SOUTHWEST TEXAS STATE UNIVERSITY	13
32	UNIVERSITY OF WASHINGTON	13
33	NORTHERN ILLINOIS UNIVERSITY	12
34	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	12
35	UNIVERSITY OF MICHIGAN–ANN ARBOR	12
36	MONTCLAIR STATE UNIVERSITY	12
37	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	12
38	CUNY LEHMAN COLLEGE	12
39	TEXAS TECH UNIVERSITY	12
40	GEORGE MASON UNIVERSITY	12
41	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	11
42	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	11
43	UNIVERSITY OF ILLINOIS AT CHICAGO	11
44	UNIVERSITY OF OREGON	11
45	UNIVERSITY OF SOUTHERN COLORADO	10
46	FLORIDA STATE UNIVERSITY	10
47	NEW YORK UNIVERSITY	10
48	UNIVERSITY OF WISCONSIN–MIDWAUKEE	10

HEALTH PROFESSIONS

1	THE UNIVERSITY OF TEXAS AT EL PASO	100
2	FLORIDA INTERNATIONAL UNIVERSITY	67
3	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	67
4	THE UNIVERSITY OF TEXAS HEALTH SCIENCE–SAN ANTONIO	63
5	THE UNIVERSITY OF TEXAS AT AUSTIN	62
6	UNIVERSITY OF MIAMI	59
7	THE UNIVERSITY OF TEXAS–PAN AMERICAN	51
8	CUNY LEHMAN COLLEGE	46
9	THE UNIVERSITY OF TEXAS MEDICAL BRANCH–GALVESTON	46
10	CALIFORNIA STATE UNIVERSITY–FRESNO	37
11	INCARNATE WORD COLLEGE	34
12	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	33
13	LONG ISLAND UNIVERSITY–BROOKLYN CAMPUS	32
14	UNIVERSITY OF ILLINOIS AT CHICAGO	30
15	BARRY UNIVERSITY	29
16	TEXAS WOMAN'S UNIVERSITY	29
17	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	28
18	UNIVERSITY OF CENTRAL FLORIDA	28
19	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	27
20	CUNY CITY COLLEGE	27
21	SAINT JOHN'S UNIVERSITY–NEW YORK	26
22	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	25
23	SOUTHWEST TEXAS STATE UNIVERSITY	25
24	LOMA LINDA UNIVERSITY	24
25	NEW MEXICO HIGHLANDS UNIVERSITY	23
26	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	23
27	UNIVERSITY OF ARIZONA	21

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HEALTH PROFESSIONS (CONT'D)

28	SAN JOSE STATE UNIVERSITY	21
29	UNIVERSITY OF FLORIDA	21
30	SAN DIEGO STATE UNIVERSITY	20
31	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	20
32	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	20
33	CALIFORNIA STATE UNIVERSITY–LONG BEACH	19
34	UNIVERSITY OF NORTHERN COLORADO	19
35	UNIVERSITY OF SOUTHERN CALIFORNIA	18
36	TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER	18
37	SAMUEL MERRITT COLLEGE	17
38	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	17
39	RUTGERS UNIVERSITY–NEW BRUNSWICK	15
40	CUNY HUNTER COLLEGE	15
41	SUNY AT STONY BROOK	15
42	BAYLOR UNIVERSITY	14
43	UNIVERSITY OF MARYLAND–BALTIMORE PROFESSIONAL SCHS	13
44	SUNY HEALTH SCIENCE CENTER AT BROOKLYN	13
45	TEXAS CHRISTIAN UNIVERSITY	13
46	UNIVERSITY OF SOUTH FLORIDA	12
47	SOUTHERN ILLINOIS UNIVERSITY–CARBONDALE	12
48	UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER	12
49	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	11
50	UNIVERSITY OF NOTRE DAME	11
51	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	10
52	CALIFORNIA STATE UNIVERSITY–FULLERTON	10
53	FLORIDA ATLANTIC UNIVERSITY	10
54	NOVA SOUTHEASTERN UNIVERSITY	10
55	MASSACHUSETTS COLLEGE OF PHARMACY & ALLIED HLTH SC	10
56	UNIVERSITY OF NEBRASKA MEDICAL CENTER	10
57	MEDICAL COLLEGE OF PA AND HAHNEMANN UNIVERSITY	10
58	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	10
59	UNIVERSITY OF WASHINGTON	10

HOME ECONOMICS

1	TEXAS TECH UNIVERSITY	21
2	THE UNIVERSITY OF TEXAS AT AUSTIN	18
3	UNIVERSITY OF ARIZONA	16
4	FLORIDA INTERNATIONAL UNIVERSITY	14
5	COLORADO STATE UNIVERSITY	13
6	CALIFORNIA STATE UNIVERSITY–LONG BEACH	12
7	FLORIDA STATE UNIVERSITY	12
8	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	12
9	MONTCLAIR STATE UNIVERSITY	11
10	CORNELL UNIVERSITY–NY STATE STATUTORY COLLEGES	11

LAW AND LEGAL STUDIES

1	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	26
2	UNIVERSITY OF CENTRAL FLORIDA	10

LIBERAL ARTS AND SCIENCES

1	BARRY UNIVERSITY	160
2	SAN DIEGO STATE UNIVERSITY	119
3	CALIFORNIA STATE UNIVERSITY–FRESNO	103
4	COLUMBIA COLLEGE	101
5	COLLEGE OF NEW ROCHELLE	92
6	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	85
7	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	84
8	CALIFORNIA STATE UNIVERSITY–LONG BEACH	63
9	REGENTS COLLEGE–UNIVERSITY OF THE STATE OF NY	58
10	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	55
11	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	51
12	CALIFORNIA STATE UNIVERSITY–BAKERSFIELD	42
13	CALIFORNIA STATE UNIVERSITY–STANISLAUS	40
14	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	40
15	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	40
16	UNITED STATES MILITARY ACADEMY	40
17	EVERGREEN STATE COLLEGE	29
18	CALIFORNIA STATE UNIVERSITY–SAN MARCOS	28
19	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	25
20	SAN FRANCISCO STATE UNIVERSITY	25
21	FLORIDA INTERNATIONAL UNIVERSITY	25
22	CALIFORNIA STATE UNIVERSITY–CHICO	24
23	UNIVERSITY OF CALIFORNIA–RIVERSIDE	24
24	CUNY GRADUATE SCHOOL AND UNIVERSITY CENTER	24
25	TOURO COLLEGE	24
26	CALIFORNIA STATE UNIVERSITY–FULLERTON	23
27	SAN JOSE STATE UNIVERSITY	23
28	NORTHEASTERN ILLINOIS UNIVERSITY	23
29	UNIVERSITY OF CENTRAL FLORIDA	22
30	CUNY CITY COLLEGE	22
31	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	21
32	CALIFORNIA STATE UNIVERSITY–HAYWARD	21
33	NORTHERN ARIZONA UNIVERSITY	19
34	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	19
35	UNIVERSITY OF SAN DIEGO	15
36	NEW YORK UNIVERSITY	15
37	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	15
38	SAINT EDWARD'S UNIVERSITY	15
39	ADAMS STATE COLLEGE	14
40	DEPAUL UNIVERSITY	14
41	SUNY AT BUFFALO	14
42	WESTERN NEW MEXICO UNIVERSITY	12
43	CUNY LEHMAN COLLEGE	11
44	WESTERN ILLINOIS UNIVERSITY	10

MATHEMATICS

1	THE UNIVERSITY OF TEXAS–PAN AMERICAN	20
2	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	18
3	UNIVERSITY OF CALIFORNIA–LOS ANGELES	14
4	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	14
5	THE UNIVERSITY OF TEXAS AT AUSTIN	14
6	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	10

MULTI/INTERDISCIPLINARY STUDIES

1	THE UNIVERSITY OF TEXAS–PAN AMERICAN	220
2	THE UNIVERSITY OF TEXAS AT EL PASO	197
3	TEXAS A & M UNIVERSITY–KINGSVILLE	107
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	103
5	UNIVERSITY OF CALIFORNIA–BERKELEY	91

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6	SOUTHWEST TEXAS STATE UNIVERSITY	86
7	SUL ROSS STATE UNIVERSITY	72
8	UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE	66
9	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	61
10	UNIVERSITY OF CALIFORNIA–LOS ANGELES	53
11	TEXAS A & M UNIVERSITY	53
12	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	48
13	UNIVERSITY OF CALIFORNIA–IRVINE	46
14	UNIVERSITY OF CALIFORNIA–DAVIS	45
15	THE UNIVERSITY OF TEXAS AT AUSTIN	41
16	UNIVERSITY OF SAN FRANCISCO	33
17	UNIVERSITY OF CALIFORNIA–RIVERSIDE	32
18	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	28
19	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	28
20	UNIVERSITY OF CALIFORNIA–SAN DIEGO	27
21	TEXAS WOMAN'S UNIVERSITY	24
22	UNIVERSITY OF HOUSTON–CLEAR LAKE	21
23	TEXAS A & M INTERNATIONAL UNIVERSITY	21
24	TEXAS TECH UNIVERSITY	20
25	UNIVERSITY OF NORTH TEXAS	18
26	THE UNIVERSITY OF TEXAS AT ARLINGTON	18
27	STANFORD UNIVERSITY	18
28	NATIONAL UNIVERSITY	17
29	UNIVERSITY OF SOUTH FLORIDA	17
30	STEPHEN F AUSTIN STATE UNIVERSITY	16
31	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	15
32	MOUNT SAINT MARY'S COLLEGE	13
33	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	11
34	MIDWESTERN STATE UNIVERSITY	11
35	THOMAS A. EDISON STATE COLLEGE	10

PARKS, RECREATION, LEISURE AND FITNESS STUDIES

1	THE UNIVERSITY OF TEXAS–PAN AMERICAN	47
2	SOUTHWEST TEXAS STATE UNIVERSITY	25
3	TEXAS A & M UNIVERSITY–KINGSVILLE	23
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	21
5	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	20
6	THE UNIVERSITY OF TEXAS AT EL PASO	19
7	TEXAS A & M UNIVERSITY	18
8	FLORIDA INTERNATIONAL UNIVERSITY	1
9	TEXAS TECH UNIVERSITY	11

PHYSICAL SCIENCES AND SCIENCE TECHNOLOGIES

1	FLORIDA INTERNATIONAL UNIVERSITY	32
2	THE UNIVERSITY OF TEXAS AT EL PASO	11
3	TEXAS A & M UNIVERSITY	10

PROTECTIVE SERVICES

1	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	111
2	FLORIDA INTERNATIONAL UNIVERSITY	86
3	THE UNIVERSITY OF TEXAS AT EL PASO	81
4	THE UNIVERSITY OF TEXAS–PAN AMERICAN	67
5	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	51
6	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	50
7	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	49
8	CALIFORNIA STATE UNIVERSITY–FULLERTON	43
9	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	43
10	SAINT JOHN'S UNIVERSITY–NEW YORK	42
11	SOUTHWEST TEXAS STATE UNIVERSITY	40
12	UNIVERSITY OF ILLINOIS AT CHICAGO	39
13	SAM HOUSTON STATE UNIVERSITY	33
14	FLORIDA STATE UNIVERSITY	31
15	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	31
16	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	30
17	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	29
18	TEXAS A & M INTERNATIONAL UNIV	27
19	CALIFORNIA STATE UNIVERSITY–LONG BEACH	26
20	SAN DIEGO STATE UNIVERSITY	25
21	UNIVERSITY OF SOUTH FLORIDA	24
22	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	23
23	SAN JOSE STATE UNIVERSITY	21
24	UNIVERSITY OF HOUSTON–DOWNTOWN	19
25	METROPOLITAN STATE COLLEGE OF DENVER	18
26	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	14
27	JERSEY CITY STATE COLLEGE	14
28	RUTGERS UNIVERSITY–NEW BRUNSWICK	14
29	SAINT EDWARD'S UNIVERSITY	13
30	UNIVERSITY OF MIAMI	11
31	CALIFORNIA STATE UNIVERSITY–HAYWARD	10
32	WESTERN ILLINOIS UNIVERSITY	10
33	RUTGERS UNIVERSITY–NEWARK	10
34	THE UNIVERSITY OF TEXAS AT ARLINGTON	10

PSYCHOLOGY

1	FLORIDA INTERNATIONAL UNIVERSITY	164
2	UNIVERSITY OF CALIFORNIA–LOS ANGELES	91
3	SAN DIEGO STATE UNIVERSITY	88
4	CUNY LEHMAN COLLEGE	70
5	THE UNIVERSITY OF TEXAS AT AUSTIN	67
6	CUNY HUNTER COLLEGE	62
7	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	59
8	UNIVERSITY OF CALIFORNIA–BERKELEY	55
9	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	55
10	UNIVERSITY OF MIAMI	54
11	UNIVERSITY OF CALIFORNIA–DAVIS	53
12	CALIFORNIA STATE UNIVERSITY–LONG BEACH	45
13	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	44
14	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	40
15	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	40
16	SAN FRANCISCO STATE UNIVERSITY	40
17	UNIVERSITY OF ILLINOIS AT CHICAGO	39
18	THE UNIVERSITY OF TEXAS AT EL PASO	39
19	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	38
20	SAN JOSE STATE UNIVERSITY	38
21	RUTGERS UNIVERSITY–NEW BRUNSWICK	38
22	UNIVERSITY OF CALIFORNIA–IRVINE	36
23	UNIVERSITY OF CALIFORNIA–SAN DIEGO	36
24	UNIVERSITY OF CENTRAL FLORIDA	36
25	CUNY CITY COLLEGE	36
26	UNIVERSITY OF SOUTH FLORIDA	35
27	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	35
28	UNIVERSITY OF ARIZONA	34
29	NATIONAL UNIVERSITY	33
30	MERCY COLLEGE–MAIN CAMPUS	33
31	CALIFORNIA STATE UNIVERSITY–FULLERTON	32
32	TEXAS A & M UNIVERSITY	32
33	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	30
34	SUNY AT STONY BROOK	29

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35	UNIVERSITY OF FLORIDA	28
36	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	28
37	THE UNIVERSITY OF TEXAS–PAN AMERICAN	26
38	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	25
39	TEXAS A & M UNIVERSITY–KINGSVILLE	25
40	CALIFORNIA STATE UNIVERSITY–FRESNO	24
41	CALIFORNIA STATE UNIVERSITY–HAYWARD	24
42	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	23
43	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	23
44	UNIVERSITY OF SOUTHERN CALIFORNIA	22
45	PARK COLLEGE	22
46	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	22
47	QUEENS COLLEGE	22
48	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	21
49	SAINT JOHN'S UNIVERSITY–NEW YORK	21
50	SOUTHWEST TEXAS STATE UNIVERSITY	21
51	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	20
52	UNIVERSITY OF CALIFORNIA–RIVERSIDE	20
53	RUTGERS UNIVERSITY–NEWARK	20
54	CUNY BERNARD M. BARUCH COLLEGE	20
55	NEW YORK UNIVERSITY	20
56	TEXAS A & M INTERNATIONAL UNIVERSITY	20
57	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	20
58	SAINT MARY'S UNIVERSITY	20
59	UNIVERSITY OF ILLINOIS AT URBANA	19
60	LOYOLA MARYMOUNT UNIVERSITY	18
61	UNIVERSITY OF MICHIGAN–ANN ARBOR	18
62	FORDHAM UNIVERSITY	18
63	INCARNATE WORD COLLEGE	18
64	UNIVERSITY OF LAVERNE	17
65	FLORIDA STATE UNIVERSITY	17
66	SAINT MARY'S COLLEGE OF CALIFORNIA	16
67	METROPOLITAN STATE COLLEGE OF DENVER	16
68	SAINT THOMAS UNIVERSITY	16
69	BOSTON UNIVERSITY	16
70	UNIVERSITY OF SOUTHERN COLORADO	15
71	FLORIDA ATLANTIC UNIVERSITY	15
72	DEPAUL UNIVERSITY	15
73	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	15
74	CUNY YORK COLLEGE	15
75	STANFORD UNIVERSITY	15
76	SUNY AT BINGHAMTON	14
77	NORTHERN ARIZONA UNIVERSITY	13
78	OCCIDENTAL COLLEGE	13
79	UNIVERSITY OF COLORADO AT BOULDER	13
80	COLORADO STATE UNIVERSITY	13
81	MONTCLAIR STATE UNIVERSITY	13
82	CALIFORNIA STATE UNIVERSITY–BAKERSFIELD	12
83	MOUNT SAINT MARY'S COLLEGE	12
84	SANTA CLARA UNIVERSITY	12
85	JERSEY CITY STATE COLLEGE	12
86	SUNY AT ALBANY	12
87	BAYLOR UNIVERSITY	12
88	CALIFORNIA STATE UNIVERSITY–STANISLAUS	11
89	CAMBRIDGE COLLEGE	11
90	KEAN UNIVERSITY	11
91	CUNY BROOKLYN COLLEGE	11
92	PACE UNIVERSITY–NEW YORK	11
93	UNIVERSITY OF ROCHESTER	11
94	TEXAS TECH UNIVERSITY	11
95	GEORGE MASON UNIVERSITY	11
96	PITZER COLLEGE	10
97	SONOMA STATE UNIVERSITY	10
98	UNIVERSITY OF COLORADO AT DENVER	10
99	FAIRLEIGH DICKINSON UNIVERSITY–ALL CAMPUSES	10
100	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	10
101	SUNY AT BUFFALO	10
102	UNIVERSITY OF OREGON	10
103	UNIVERSITY OF NORTH TEXAS	10
104	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	10
105	THE UNIVERSITY OF TEXAS AT DALLAS	10

PUBLIC ADMINISTRATION AND SERVICES

1	BORICUA COLLEGE	66
2	THE UNIVERSITY OF TEXAS–PAN AMERICAN	46
3	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	39
4	CUNY LEHMAN COLLEGE	36
5	FLORIDA INTERNATIONAL UNIVERSITY	33
6	AUDREY COHEN COLLEGE	33
7	CALIFORNIA STATE UNIVERSITY–FULLERTON	31
8	CALIFORNIA STATE UNIVERSITY–FRESNO	30
9	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	30
10	SPRINGFIELD COLLEGE	28
11	SAINT THOMAS UNIVERSITY	27
12	SAN DIEGO STATE UNIVERSITY	26
13	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	23
14	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	22
15	THE UNIVERSITY OF TEXAS AT EL PASO	20
16	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	18
17	UNIVERSITY OF SOUTHERN COLORADO	18
18	UNIVERSITY OF CENTRAL FLORIDA	18
19	SAINT MARY'S UNIVERSITY	18
20	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	15
21	SAN JOSE STATE UNIVERSITY	14
22	UNIVERSITY OF SOUTHERN CALIFORNIA	14
23	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	12
24	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	11
25	CALIFORNIA STATE UNIVERSITY–CHICO	10
26	CALIFORNIA STATE UNIVERSITY–LONG BEACH	10
27	UNIVERSITY OF CALIFORNIA–BERKELEY	10
28	SOUTHWEST TEXAS STATE UNIVERSITY	10

SOCIAL SCIENCES AND HISTORY

1	UNIVERSITY OF CALIFORNIA–LOS ANGELES	325
2	UNIVERSITY OF CALIFORNIA–BERKELEY	205
3	THE UNIVERSITY OF TEXAS AT AUSTIN	153
4	FLORIDA INTERNATIONAL UNIVERSITY	145
5	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	132
6	UNIVERSITY OF CALIFORNIA–SAN DIEGO	95
7	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	88
8	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	87
9	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	79
10	SAN DIEGO STATE UNIVERSITY	78
11	UNIVERSITY OF SOUTHERN CALIFORNIA	77
12	CUNY HUNTER COLLEGE	73

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14	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	67
15	CUNY LEHMAN COLLEGE	66
16	RUTGERS UNIVERSITY–NEW BRUNSWICK	64
17	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	63
18	UNIVERSITY OF ARIZONA	59
19	UNIVERSITY OF CALIFORNIA–DAVIS	58
20	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	58
21	CALIFORNIA STATE UNIVERSITY–LONG BEACH	57
22	CALIFORNIA STATE UNIVERSITY–FULLERTON	56
23	TEXAS A & M UNIVERSITY	56
24	HARVARD UNIVERSITY	54
25	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	54
26	FLORIDA STATE UNIVERSITY	50
27	UNIVERSITY OF SOUTH FLORIDA	50
28	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	49
29	CALIFORNIA STATE UNIVERSITY–FRESNO	47
30	CALIFORNIA STATE UNIVERSITY–SACRAMENTO	46
31	THE UNIVERSITY OF TEXAS–PAN AMERICAN	46
32	UNIVERSITY OF WASHINGTON	44
33	STANFORD UNIVERSITY	44
34	TEXAS A & M UNIVERSITY–KINGSVILLE	43
35	UNIVERSITY OF COLORADO AT BOULDER	42
36	THE UNIVERSITY OF TEXAS AT EL PASO	42
37	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	41
38	SAN FRANCISCO STATE UNIVERSITY	41
39	UNIVERSITY OF ILLINOIS AT URBANA	41
40	QUEENS COLLEGE	41
41	SAINT MARY'S UNIVERSITY	41
42	UNIVERSITY OF FLORIDA	40
43	NEW YORK UNIVERSITY	40
44	SOUTHWEST TEXAS STATE UNIVERSITY	40
45	CALIFORNIA STATE UNIVERSITY–SAN BERNARDINO	39
46	BOSTON UNIVERSITY	39
47	SUNY AT ALBANY	39
48	SAN JOSE STATE UNIVERSITY	38
49	SUNY AT STONY BROOK	37
50	GEORGE MASON UNIVERSITY	37
51	UNIVERSITY OF MICHIGAN–ANN ARBOR	36
52	TEXAS TECH UNIVERSITY	36
53	UNIVERSITY OF MIAMI	35
54	FORDHAM UNIVERSITY	35
55	UNIVERSITY OF MARYLAND–COLLEGE PARK CAMPUS	34
56	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	34
57	LOYOLA MARYMOUNT UNIVERSITY	33
58	CUNY CITY COLLEGE	33
59	GEORGETOWN UNIVERSITY	32
60	SUNY AT BINGHAMTON	30
61	CALIFORNIA POLYTECHNIC STATE UNIV–SAN LUIS OBISPO	29
62	METROPOLITAN STATE COLLEGE OF DENVER	29
63	AMERICAN UNIVERSITY	28
64	DUKE UNIVERSITY	27
65	TEXAS A & M INTERNATIONAL UNIV	27
66	UNIVERSITY OF NORTHERN COLORADO	26
67	NORTHERN ILLINOIS UNIVERSITY	26
68	SANTA CLARA UNIVERSITY	25
69	UNIVERSITY OF UTAH	25
70	CALIFORNIA STATE UNIVERSITY–DOMINGUEZ HILLS	24
71	DEPAUL UNIVERSITY	24
72	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	24
73	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	24
74	UNIVERSITY OF CALIFORNIA–RIVERSIDE	23
75	UNIVERSITY OF SAN DIEGO	23
76	UNIVERSITY OF SOUTHERN COLORADO	23
77	PRINCETON UNIVERSITY	23
78	OCCIDENTAL COLLEGE	22
79	YALE UNIVERSITY	22
80	UNIVERSITY OF ILLINOIS AT CHICAGO	22
81	UNIVERSITY OF PENNSYLVANIA	22
82	BROWN UNIVERSITY	22
83	UNIVERSITY OF WISCONSIN–MADISON	22
84	CALIFORNIA STATE UNIVERSITY–HAYWARD	21
85	UNIVERSITY OF CENTRAL FLORIDA	21
86	UNIVERSITY OF NOTRE DAME	21
87	DARTMOUTH COLLEGE	21
88	OUR LADY OF THE LAKE UNIVERSITY–SAN ANTONIO	21
89	SAINT EDWARDS UNIVERSITY	21
90	FLORIDA ATLANTIC UNIVERSITY	20
91	UNITED STATES NAVAL ACADEMY	20
92	WILLIAMS COLLEGE	20
93	RICE UNIVERSITY	20
94	SOUTHERN METHODIST UNIVERSITY	20
95	UNIVERSITY OF MASSACHUSETTS–AMHERST	19
96	MERCY COLLEGE–MAIN CAMPUS	19
97	RUTGERS UNIVERSITY–NEWARK	18
98	CALIFORNIA STATE UNIVERSITY–STANISLAUS	17
99	CALIFORNIA STATE UNIVERSITY–CHICO	17
100	UNIVERSITY OF NEW ORLEANS	17
101	CUNY BROOKLYN COLLEGE	17
102	SYRACUSE UNIVERSITY	17
103	BOSTON COLLEGE	16
104	TUFTS UNIVERSITY	16
105	JERSEY CITY STATE COLLEGE	16
106	CORNELL UNIVERSITY–ENDOWED COLLEGES	16
107	SAINT JOHN'S UNIVERSITY–NEW YORK	16
108	CALIFORNIA STATE UNIVERSITY–BAKERSFIELD	15
109	SONOMA STATE UNIVERSITY	15
110	COLORADO STATE UNIVERSITY	15
111	WESLEYAN UNIVERSITY	15
112	MICHIGAN STATE UNIVERSITY	15
113	EASTERN NEW MEXICO UNIVERSITY–MAIN CAMPUS	15
114	NEW MEXICO HIGHLANDS UNIVERSITY	15
115	SUNY AT BUFFALO	15
116	THE UNIVERSITY OF TEXAS AT ARLINGTON	15
117	CALIFORNIA STATE POLYTECHNIC UNIVERSITY–POMONA	14
118	POMONA COLLEGE	14
119	UNIVERSITY OF CONNECTICUT	14
120	NORTHWESTERN UNIVERSITY	14
121	TULANE UNIVERSITY OF LOUISIANA	14
122	CALIFORNIA STATE UNIVERSITY–SAN MARCOS	14
123	AMHERST COLLEGE	13
124	COLLEGE OF THE HOLY CROSS	13
125	UNIVERSITY OF MINNESOTA–TWIN CITIES	13
126	KEAN UNIVERSITY	13
127	MONTCLAIR STATE UNIVERSITY	13
128	BARNARD COLLEGE	13
129	SUNY COLLEGE AT NEW PALTZ	13
130	CAMERON UNIVERSITY	13

Bachelor's Degrees Conferred on Hispanics

by Academic Program

SOCIAL SCIENCES AND HISTORY (CONT'D)

131	UNIVERSITY OF OREGON	13
132	PORTLAND STATE UNIVERSITY	13
133	BAYLOR UNIVERSITY	13
134	UNIVERSITY OF NORTH TEXAS	13
135	PITZER COLLEGE	12
136	LOYOLA UNIVERSITY OF CHICAGO	12
137	INDIANA UNIVERSITY–BLOOMINGTON	12
138	UNIVERSITY OF MASSACHUSETTS–BOSTON	12
139	WILLIAM PATERSON UNIVERSITY	12
140	SAM HOUSTON STATE UNIVERSITY	12
141	UNIVERSITY OF SAN FRANCISCO	11
142	CATHOLIC UNIVERSITY OF AMERICA	11
143	ADELPHI UNIVERSITY	11
144	NORTHERN ARIZONA UNIVERSITY	10
145	HUMBOLDT STATE UNIVERSITY	10
146	UNIVERSITY OF LAVERNE	10
147	ILLINOIS STATE UNIVERSITY	10
148	PURDUE UNIVERSITY–CALUMET CAMPUS	10
149	UNIVERSITY OF IOWA	10
150	SAINT PETER'S COLLEGE	10
151	CUNY BERNARD M. BARUCH COLLEGE	10
152	SUNY COLLEGE AT BUFFALO	10
153	THE UNIVERSITY OF TEXAS AT DALLAS	10

THEOLOGICAL STUDIES/ RELIGIOUS VOCATIONS

1	NAZARENE BIBLE COLLEGE	14
2	SOUTHWESTERN ASSEMBLIES OF GOD COLLEGE	12

TRANSPORTATION AND MATERIAL MOVING

1	EMBRY–RIDDLE AERONAUTICAL UNIVERSITY	58
2	SOUTHERN ILLINOIS UNIVERSITY–CARBONDALE	11

VISUAL AND PERFORMING ARTS

1	NEW YORK UNIVERSITY	38
2	UNIVERSITY OF MIAMI	35
3	THE UNIVERSITY OF TEXAS AT AUSTIN	35
4	FLORIDA INTERNATIONAL UNIVERSITY	31
5	THE UNIVERSITY OF TEXAS AT EL PASO	31
6	UNIVERSITY OF CALIFORNIA–LOS ANGELES	29
7	CALIFORNIA STATE UNIVERSITY–FULLERTON	27
8	SAN DIEGO STATE UNIVERSITY	24
9	SAN JOSE STATE UNIVERSITY	24
10	CALIFORNIA STATE UNIVERSITY–LONG BEACH	23
11	UNIVERSITY OF CALIFORNIA–SANTA BARBARA	23
12	UNIVERSITY OF CALIFORNIA–IRVINE	22
13	CUNY CITY COLLEGE	21
14	SCHOOL OF VISUAL ARTS	21
15	ART CENTER COLLEGE OF DESIGN	20
16	UNIVERSITY OF NEW MEXICO–MAIN CAMPUS	20
17	UNIVERSITY OF NORTH TEXAS	20
18	ARIZONA STATE UNIVERSITY–MAIN CAMPUS	18
19	CALIFORNIA STATE UNIVERSITY–LOS ANGELES	18
20	UNIVERSITY OF CALIFORNIA–DAVIS	18
21	UNIVERSITY OF CALIFORNIA–SAN DIEGO	18
22	SAN FRANCISCO STATE UNIVERSITY	18
23	FLORIDA STATE UNIVERSITY	17
24	SCHOOL OF ART INSTITUTE OF CHICAGO	17
25	SOUTHWEST TEXAS STATE UNIVERSITY	17
26	UNIVERSITY OF CALIFORNIA–BERKELEY	16
27	CUNY HUNTER COLLEGE	16
28	SYRACUSE UNIVERSITY	16
29	TEXAS A & M UNIVERSITY–CORPUS CHRISTI	15
30	TEXAS A & M UNIVERSITY–KINGSVILLE	15
31	UNIVERSITY OF SOUTHERN CALIFORNIA	14
32	UNIVERSITY OF FLORIDA	14
33	NEW MEXICO STATE UNIVERSITY–MAIN CAMPUS	14
34	NEW SCHOOL FOR SOCIAL RESEARCH	14
35	THE UNIVERSITY OF TEXAS–PAN AMERICAN	14
36	CALIFORNIA STATE UNIVERSITY–NORTHRIDGE	13
37	UNIVERSITY OF CALIFORNIA–SANTA CRUZ	13
38	SAM HOUSTON STATE UNIVERSITY	13
39	CALIFORNIA COLLEGE OF ARTS & CRAFTS	12
40	RUTGERS UNIVERSITY–NEW BRUNSWICK	12
41	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	12
42	UNIVERSITY OF ILLINOIS AT CHICAGO	11
43	MONTCLAIR STATE UNIVERSITY	11
44	FASHION INSTITUTE OF TECHNOLOGY	11
45	UNIVERSITY OF ARIZONA	10
46	CALIFORNIA INSTITUTE OF THE ARTS	10
47	UNIVERSITY OF SOUTH FLORIDA	10
48	BERKLEE COLLEGE OF MUSIC	10
49	PRATT INSTITUTE–MAIN CAMPUS	10
50	UNIVERSITY OF HOUSTON–UNIVERSITY PARK	10

Puerto Rico Rankings

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO–RIO PIEDRAS CAMPUS	2,312
2	UNIVERSITY OF PUERTO RICO–MAYAGUEZ	1,451
3	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO–PONCE	1,223
4	INTER AMERICAN UNIV OF PUERTO RICO–METRO	1,066
5	UNIVERSITY OF SACRED HEART	665
6	UNIVERSIDAD DEL TURABO	566
7	INTER AMERICAN UNIV OF PUERTO RICO–SAN GERMAN	558
8	UNIVERSITY OF PUERTO RICO–HUMACAO UNIVERSITY COL	445
9	UNIVERSIDAD POLITECNICA DE PUERTO RICO	444
10	UNIVERSITY OF PUERTO RICO–BAYAMON TECH UNIV COL	440
11	UNIVERSIDAD METROPOLITANA	428
12	UNIVERSITY OF PUERTO RICO–CAYEY UNIVERSITY COLLEGE	400
13	INTER AMERICAN UNIV OF PUERTO RICO–ARECIBO	390
14	INTER AMERICAN UNIV OF PUERTO RICO–BAYAMON	390
15	UNIVERSITY OF PUERTO RICO–ARECIBO CAMPUS	366
16	INTER AMERICAN UNIV OF PUERTO RICO–AGUADILLA	325
17	INTER AMERICAN UNIV OF PUERTO RICO–PONCE	325
18	BAYAMON CENTRAL UNIVERSITY	248
19	UNIVERSITY OF PUERTO RICO–MEDICAL SCIENCES CAMPUS	235
20	UNIVERSITY OF PUERTO RICO–PONCE TECHNICAL UNIV COL	203
21	INTER AMERICAN UNIV OF PUERTO RICO–BARRANQUITAS	176
22	INTER AMERICAN UNIV OF PUERTO RICO–FAJARDO	167
23	AMERICAN UNIVERSITY OF PUERTO RICO–BAYAMON	144
24	CARIBBEAN UNIVERSITY–BAYAMON	125
25	AMERICAN UNIVERSITY OF PUERTO RICO–MANATI	122
26	INTER AMERICAN UNIV OF PUERTO RICO–GUAYAMA	105
27	COLEGIO UNIVERSITARIO DEL ESTE	92
28	COLUMBIA COLLEGE	73
29	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	66
30	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	58
31	CARIBBEAN UNIVERSITY–CAROLINA	39
32	CARIBBEAN UNIVERSITY–PONCE	35
33	CONSERVATORY OF MUSIC OF PUERTO RICO	27
34	ESCUELA DE ARTES PLASTICAS ICPR	24
35	UNIVERSITY OF PUERTO RICO–AGUADILLA REGIONAL COL	22
36	CARIBBEAN UNIVERSITY–VEGA BAJA	12
37	COLEGIO BIBLICO PENTECOSTAL DE PUERTO RICO	10
38	ATLANTIC COLLEGE	7
39	UNIVERSITY OF GUAM	4
40	CARIBBEAN CENTER FOR ADVANCED STUDIES	2
41	UNIVERSITY OF THE VIRGIN ISLANDS–KINGSHILL	2
42	UNIVERSITY OF THE VIRGIN ISLANDS	1

MASTER'S DEGREES

1	UNIVERSITY OF PUERTO RICO–RIO PIEDRAS CAMPUS	321
2	INTER AMERICAN UNIV OF PUERTO RICO–METRO	305
3	UNIVERSITY OF PHOENIX–PUERTO RICO CAMPUS	203
4	UNIVERSITY OF PUERTO RICO–MEDICAL SCIENCES CAMPUS	93
5	UNIVERSIDAD DEL TURABO	149
6	UNIVERSITY OF PUERTO RICO–MAYAGUEZ	114
7	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO–PONCE	110
8	INTER AMERICAN UNIV OF PUERTO RICO–SAN GERMAN	110
9	CARIBBEAN CENTER FOR ADVANCED STUDIES	63
10	BAYAMON CENTRAL UNIVERSITY	33
11	UNIVERSIDAD METROPOLITANA	29
12	UNIVERSIDAD POLITECNICA DE PUERTO RICO	29
13	UNIVERSITY OF SACRED HEART	16
14	CENTER FOR ADVANCED STUDIES ON PR & THE CARIBBEAN	7
15	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	5
16	CARIBBEAN UNIVERSITY–BAYAMON	2
17	UNIVERSITY OF GUAM	1
18	UNIVERSIDAD CENTRAL DEL CARIBE	1
19	UNIVERSITY OF THE VIRGIN ISLANDS	1
20	UNIVERSITY OF THE VIRGIN ISLANDS–KINGSHILL	1

DOCTORATE DEGREES

1	UNIVERSITY OF PUERTO RICO–RIO PIEDRAS CAMPUS	30
2	CARIBBEAN CENTER FOR ADVANCED STUDIES	26
3	INTER AMERICAN UNIV OF PUERTO RICO–METRO	8
4	PONCE SCHOOL OF MEDICINE	1
5	UNIVERSITY OF PUERTO RICO–MAYAGUEZ	1
6	UNIVERSITY OF PUERTO RICO–MEDICAL SCIENCES CAMPUS	1

The Mission and Media of José Massó

Antioch graduate takes on teaching, radio, politics and now sports.

BY ED BRENNEN

> ***"That network grew and opened my eyes to the fact that what I was experiencing in Boston was not just here, it was everywhere– the growth of the Latino community, but also the isms that existed: the stereotypes, the sexism, the racism, the classism."***

His resume reads like the cast of a Hollywood movie. The political liaison on the presidential campaign trail. The investigative TV journalist. The innovative high school teacher who makes learning fun. The late–night disc jockey. The high–powered sports agent.

José Massó, senior associate director at Northeastern University's Center for the Study of Sport in Society

José Massó, senior associate director at Northeastern University's Center for the Study of Sport in Society, has led a vastly varied professional life, one that has taken him from his native San Juan, Puerto Rico, to his home today in Boston, where he and wife Didina (also a native of Puerto Rico) have raised four children.

But for every quirky twist and turn that the 47–year–old Massó has taken professionally, there has been one steady light guiding his way–a need, a resolution, to empower others. Whether it was motivating young Latino families to join the local political process in the early '80s, or helping young baseball prospects from the Dominican Republic adjust to life in the U.S. in the '90s, Massó has always looked for ways to improve "human capital," as he calls it.

"That's why the work here for me is so important," Massó said in a recent interview at the center's Boston office, where he has been since last June. "It provides the opportunity to really focus in on what are the life skills that our athletes need, either in college, high school, or junior high school, and what are the life skills professional athletes need."

Through outreach programs

and training workshops, the Center for the Study of Sport in Society trains former athletes to spread messages of cultural diversity, conflict resolution, gender violence and prevention, and the importance of academics. The center's director, Richard Lapchick, recently established a branch at Walt Disney World Sports in Orlando, Fla., creating Massó's opening.

While Massó's present niche is sports, that hasn't always been his calling. He originally saw himself in journalism but chose to major in secondary education while studying at Antioch in Yellow Springs, Ohio, where he earned a B.A. in 1973. As part of Antioch's work/study program, Massó worked in admissions in 1971, traveling around the country to interview prospective students. "When I went to New York or Chicago, I had a good number of Latino students wanting to go to school, but in Boston that wasn't the case," he said. "So that piqued my interest. I wanted to know why in Boston 1. Latino students were not interested in furthering their education, and 2. why there were fewer Latino students."

When it came time for Massó to complete his student–teaching internship, he did so in the Boston Public School system, teaching bilingual education and quickly getting to know the city's Latino community. Like many teachers fresh out of college, Massó soon realized that motivating kids to learn was no easy task. Given the choice between a textbook and a movie on a Friday night, Massó knew which his students would choose. He saw how the increasingly tantalizing forms of media were grabbing kids' attention. "I found that many of my students were much more familiar with, and products of, media–without them knowing it," he said. "[A] host of different homework assignments would be part of the subject matter we were discussing, but...on Monday, their weekends were very much related to either movies, music, dances, parties, or socializing, where the media...played a role."

Massó started writing grants to use film in the classroom. "I would bring films in Spanish from Puerto Rico and use them as the hook for particular subjects in classes," he said. "And the attendance went up." And so Massó wrote more grants, and soon his students were filming their own life stories, going into their neighborhoods and exploring their family roots. With a massive record collection at home, Massó began to use music in the classroom as well, having students translate lyrics. While his students were more motivated than ever, a funny thing happened to Massó's teaching aspirations.

"The more I did with video, film, and audio, they suggested that maybe I was in the wrong field," he recalled with a laugh. "They said, 'You're a good teacher, we like you as a teacher, but maybe you should be doing radio or television.'"

And along came one of Massó's many "breaks." In 1975, he bumped into an old Antioch classmate who needed a ride. The friend worked at a public radio station in Boston, WBUR. The two had coffee, and Massó learned that the radio station was looking for someone to do a show in Spanish. "Wow," Massó said. "My kids are always suggesting that I do radio."

"Everywhere we went, even though the percentage of Latinos was the largest minority community, the city leaders–i.e., the mayors, police, fire departments, superintendent of schools– they saw the Latino community as an invisible community because they were not taking part in the political process," Massó said.

Massó con Salsa

Soon after, Massó began a one–hour pilot program at WBUR, a flagship for National Public Radio. When the "On Air" sign lit up for the first time, Massó leaned into the microphone and said, "Buenas noches y bienvenidos...Good evening and welcome to *Con Salsa*." Now–23 years later–Massó is still doing *Con Salsa*, the station's longest–running music program, heard every Sunday morning from midnight to 5 a.m.

Massó, broadcasting live from the empty studio, surrounded by stacks of his CDs, features Afro–Latin music and strives to keep the format bilingual. "My thought, being on a National Public Radio station, was that you wanted folks who speak English to be able to tune in and not tune out," Massó said. I wanted the same folks...to hear a native Spanish speaker speaking their language. That way I would at least start breaking down the stereotypes with regards to language.

"But I also wanted the Spanish–speaking community to hear its own language," he added. "They could hear someone who is native to Puerto Rico but yet has the ability to speak English, and therefore see that there's a reason and a rhyme to acquiring a second language and not losing your primary language."

Massó's radio exposure inevitably led him to television, where he began doing a show called *La Plaza* for public station WGBH in the early '80s. Produced and co–hosted by Racquel Ortiz, it was the station's first Spanish–speaking program. That led to a weekly public affairs show on WCVB, where Massó began a series exploring the growing Latino communities throughout Massachusetts. Through the documentaries, Massó saw first–hand how the minority communities were being overlooked outside of Boston.

"Everywhere we went, even though the percentage of Latinos was the largest minority community, the city leaders–i.e., the mayors, police, fire departments, superintendent of schools–they saw the Latino community as an invisible community because they were not taking part in the political process," Massó said. "And when I would then speak to the Latino community, they would say the reason we don't participate is we don't have people who are articulate in the English language who can serve as the liaison, the leaders, the bridge to the institutions. There was a dire need for leadership development."

Massó knew he was just the person for that type of job. All he needed was the chance to break into politics. That break came when his general manager at WBUR, Bonnie Cronin, asked if he would be willing to join the lieutenant governor's staff. "I was thrilled," Massó said. "I had no experience in politics or in government, but I was thrilled...."

At the Center for the Study of Sport in Society, Massó organized a forum called "Latinos in Béisbol".

Upstairs/Downstairs

On the day Massó went to the statehouse to accept the position, he was first asked to meet not with Lieutenant Governor Kerry but with Governor Michael Dukakis, who offered him the state's job of director of community services and Hispanic liaison. "I was given an offer I couldn't refuse," Massó said, "so I had to quietly say to the lieutenant governor, 'I'm sorry, but I've got an offer upstairs.'"

Massó worked "upstairs" for six years, bringing together those Latinos working in state government to give them a presence and bringing the Spanish-speaking community inside the statehouse. He helped formulate the governor's civil rights agenda, wrote speeches for him in Spanish, and helped find bright and gifted Latino lawyers who could become good judges. "It was rewarding," Massó said. "It allowed the Latino presence to be seen statewide. It allowed me to see...how activism can pay off."

"I wanted to create opportunities for the ballplayers so that they could grow as good human beings and earn human capital. And I didn't have the forum to do that as an agent because, as an agent, I was seen as, 'What can you do for me that's going to enrich my pocketbook?'"

And when Dukakis won the Democratic primary and made his run for the White House in 1988, Massó was alongside him on the campaign trail. "Because of the presidential campaign, I was able to travel and expand my network," Massó said. "That network grew and opened my eyes to the fact that what I was experiencing in Boston was not just here, it was everywhere–the growth of the Latino community, but also the isms that existed: the stereotypes, the sexism, the racism, the classism. I knew I had an opportunity to play at a different platform."

But seeing the underbelly of politics also turned Massó off. When George Bush made an issue of Willie Horton, Massó saw how easily the public was swayed by the media's message, be it right or wrong. "They painted the governor as someone who was soft on crime, but that wasn't the case at all," Massó said. "But once that stuck, that was the image.

"What I came away with was that, unfortunately, a good number of us citizens...are not as aware or cognitive of what is the role of government...and that shocked me," he added. "But it also motivated me to see how I could play a role in educating people in being good citizens, and it also shaped my thinking toward the power of media, both electronic and print."

In 1989, Dukakis invited Massó to join him for the Boston Red Sox Opening Day at Fenway Park. There Massó met lawyer and sports agent Bob Woolf, a legend in the industry. "What he spoke of interested me, and what I spoke of interested him," Massó said. At the time we made a silent pact."

Massó went on to work as deputy director of marketing for the Massachusetts Bay Transportation Authority and continued his work in radio. But in 1991, Massó was ready to revisit Woolf.

The Sports Agenda

"I walked into baseball with an agenda, a mission statement," Massó said. "Up to then, my life had been very much what you could consider a public service. I had been a cross–cultural educator at the state level. I had been an educator using arts and media. In radio, television, promotion, and marketing, all these things always used the fundamental base of bilingualism, bi–culturalism, cross–culturalism as a bridge, and I wanted to take that same kind of mission in sports."

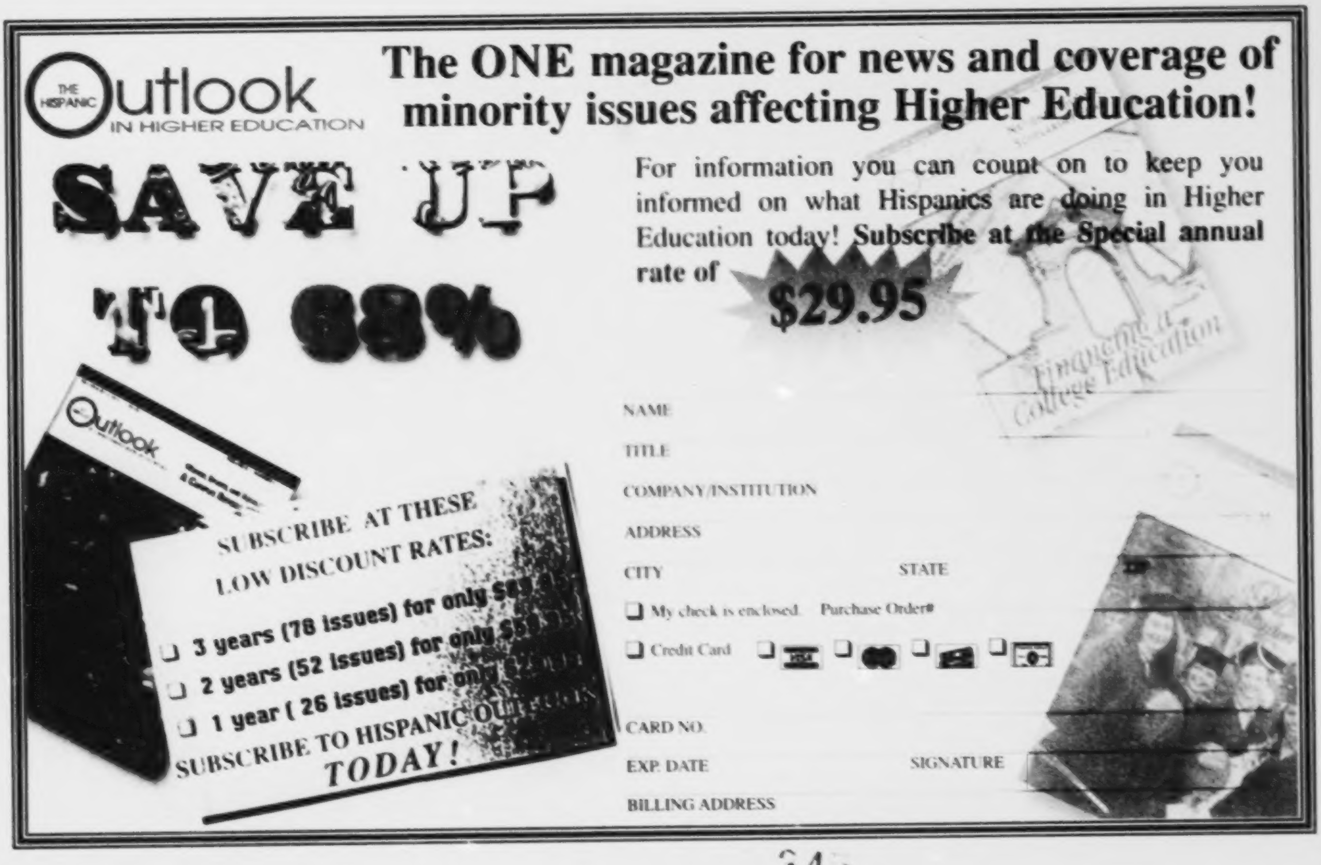
As executive director of Latin sports and entertainment at Bob Woolf Associates, Massó's clients included Roberto Alomar, Juan Gonzalez, Bernie Williams, Ruben Sierra, Ozzie Guillen, and Sandy Alomar. The baseball world was booming in the early '90s, and Massó was riding the tide.

But Massó also had an epiphany. "It had dawned on me during the six years I was working as a sports agent that as gratifying as it might be to negotiate contracts on behalf of baseball players, there seemed to be a dynamic that was missing," he said. "I wanted to create opportunities for the ballplayers so that they could grow as good human beings and earn human capital, and I didn't have the forum to do that as an agent because as an agent I was seen as, 'What can you do for me that's going to enrich my pocketbook?'... Just like in *Jerry Maguire*, the bottom line is, 'Where's the money?'"

The point was hammered home three years ago when major league baseball went on strike, paralyzing the entire business. "Here you have a body of people who are playing and a body of people who own, and they're all making a lot of money. But because of their differences, the little people are the ones who are suffering–the fans, the vendors, the part–time workers, anyone involved with the game. The players and the owners might say they're losing millions, but what's that compared to the person who is losing the amount of money that will help them put their son or daughter through school?"

And so Massó finds himself today at the Center for the Study of Sport in Society, where he combines his talents in public relations, politics, athletics, and education. One of his first projects was organizing a forum last fall called "Latinos in Beisbol."

"We see sports as a safe house, if you will, where kids get nurturing, get educated, learn teamwork, learn discipline, camaraderie, dedication–all the things that are important and that can be applied to other aspects of society and life," Massó said. "And that's why I think we will play a very important role in the years to come."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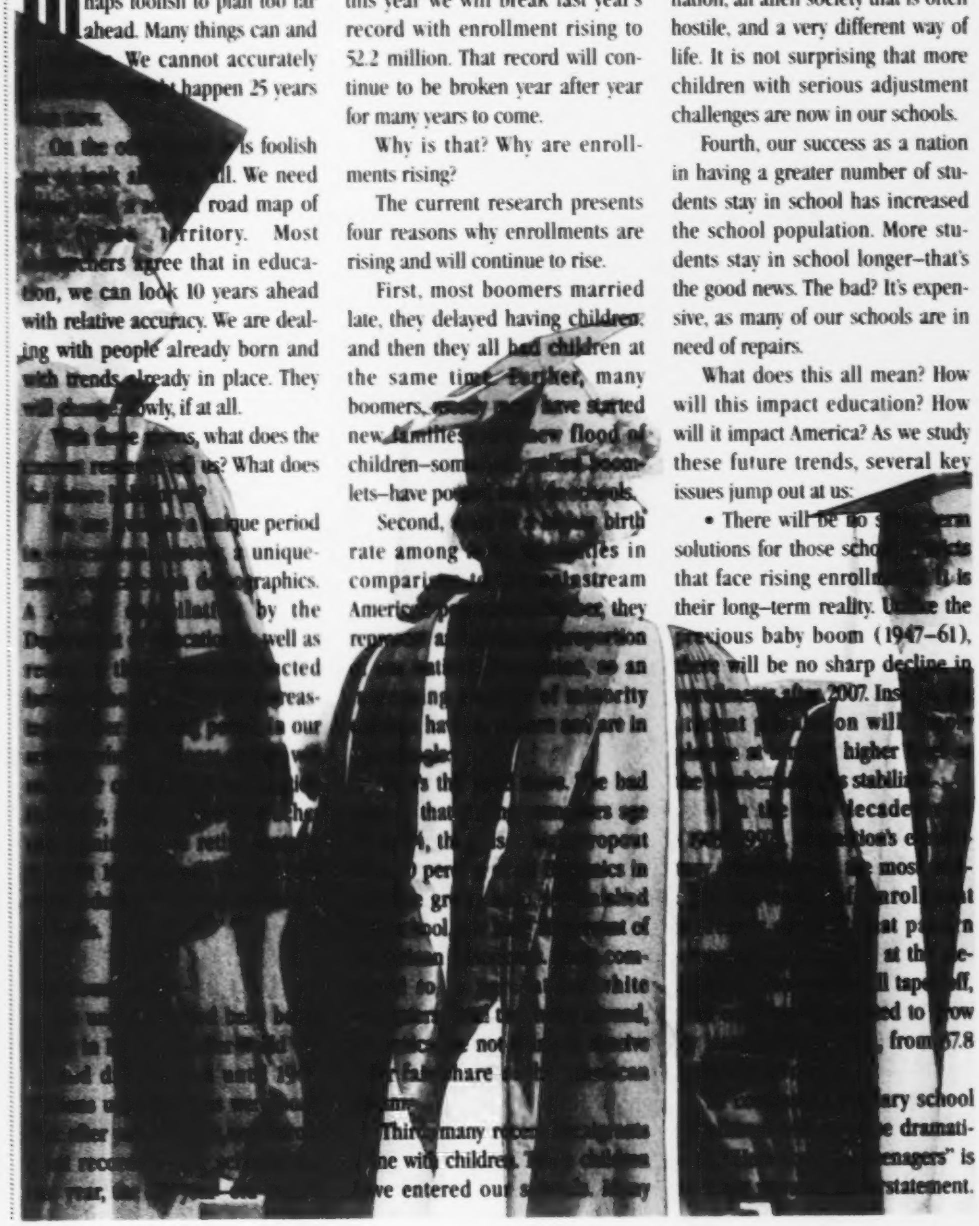
Education: The Years Ahead

More Students, More Teachers, More Schools

BY

NELLY MELLANDER



In education as in most human endeavors, it is perhaps foolish to plan too far ahead. Many things can and [illegible]. We cannot accurately [illegible] happen 25 years [illegible] now.

On the [illegible] is foolish [illegible] all. We need [illegible] road map of [illegible] territory. Most [illegible] agree that in education, we can look 10 years ahead with relative accuracy. We are dealing with people already born and with trends already in place. They will [illegible] slowly, if at all.

[illegible], what does the [illegible] us? What does [illegible]

[illegible] que period [illegible] unique- [illegible] graphics. A [illegible] by the De[illegible] well as re[illegible] cted [illegible] reas- [illegible] our [illegible] year, [illegible] ment record set by the baby boom generation in 1971 was broken. And this year we will break last year's record with enrollment rising to 52.2 million. That record will continue to be broken year after year for many years to come.

Why is that? Why are enrollments rising?

The current research presents four reasons why enrollments are rising and will continue to rise.

First, most boomers married late, they delayed having children, and then they all had children at the same time. Further, many boomers, [illegible] have started new families [illegible] new flood of children–som[illegible] boomlets–have po[illegible] schools.

Second, [illegible] birth rate among [illegible] in compari[illegible] mainstream Americ[illegible], they re[illegible] proportion [illegible], so an [illegible] of minority [illegible] ha[illegible] are in [illegible]

[illegible] the bad [illegible] that [illegible] age [illegible], th[illegible] dropout [illegible] per[illegible] nics in [illegible] gr[illegible] school [illegible] of [illegible] com- [illegible] white [illegible] not [illegible] fair share [illegible]

Third, many rece[illegible] with children. [illegible] children have entered our s[illegible]. Many have seen war, death, military brutality, and here they face discrimination, an alien society that is often hostile, and a very different way of life. It is not surprising that more children with serious adjustment challenges are now in our schools.

Fourth, our success as a nation in having a greater number of students stay in school has increased the school population. More students stay in school longer–that's the good news. The bad? It's expensive, as many of our schools are in need of repairs.

What does this all mean? How will this impact education? How will it impact America? As we study these future trends, several key issues jump out at us:

- There will be no s[illegible] solutions for those scho[illegible] that face rising enroll[illegible] is their long–term reality. Unlike the previous baby boom (1947–61), there will be no sharp decline in [illegible] after 2007. Ins[illegible] on will [illegible] higher [illegible] stabili[illegible] decade [illegible] tion's e[illegible] most [illegible] enrollment [illegible] at pattern [illegible] at the de- [illegible] taper off, [illegible] ed to grow [illegible], from 37.8 [illegible] ary school [illegible] dramati- [illegible] enagers" is [illegible] statement.

An estimated 60 to 75 percent of all teachers who are teaching today are expected to retire in the next 10 years.

EST COPY AVAILABLE

Over the next 10 years, 1.7 million young people will enter our high schools. California, our most populous state, will see secondary school enrollment grow by 558,000 additional young people, an increase of 35.3 percent.

Over the next 10 years, California, our most populous state, will see secondary school enrollment grow by 558,000 additional young people, an increase of 35.3 percent.

There are many implications to this shift in enrollment patterns. High schools require more space and land and thus cost more to build than do elementary schools. The average elementary school costs 6.3 million compared to 15.3 million for an average high school.

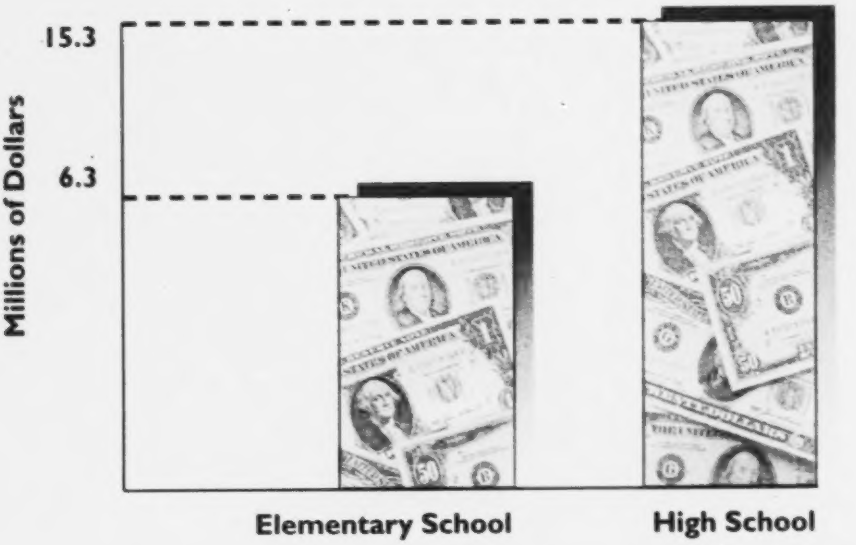
Unlike the recent past, there are going to be many jobs for high school teachers, and later on, many for college teachers. Recruiting qualified teachers will continue to be a problem, and the current effort by states such as California and New York to reduce class size will place an even greater demand on the teaching pool.

- States are meeting the challenge of overcrowded schools with varying success. To address problems related to rising enrollments, states are putting bond issues on voter ballots to support school construction, authorizing localities to raise their sales taxes, and considering the extension of the school year.

In some states, such as Georgia, North Carolina, and Arizona, the public has recently passed bond issues. In contrast, in Alabama, where there is overcrowding in suburban areas and school facilities are (on average) 30 to 40 years old, school-related bond issues and tax increases are rarely supported. Similarly, in Illinois, where fewer than 2 percent of districts were successful in passing tax-rate increases for capital improvements.

- Teacher shortages–some examples: New York City and the Los Angeles Unified School District each reported needing to hire at least 3,000 teachers for the start of this school year. Las Vegas/Clark County School District in Nevada, the nation's fastest-growing district, needed to hire 1,400 teachers for the 1997–98 school year. The number of K–12 public and private classroom teachers is projected to rise from 2.99 to 3.34 million between 1995 and 2007–a 12 percent increase.

The one-year increase from fall 1996 to fall 1997 is projected to be 42,000 teachers. While the number of elementary school teachers is expected to increase 5 percent between 1997–2007, to about two million, the number of secondary school teachers is projected to increase by 14 percent, from 1.2 to 1.4 million.



Average School Construction Costs

It is not a very encouraging picture for the schools. But it certainly is for those who want to teach in our high schools.

Higher Education

We can clearly see how all of this will impact higher education. The impact is going to be dramatic.

College teachers will be called upon to train this enormous cadre of new teachers. Provisional teachers will have to acquire more knowledge and improve their skills as well. Where will they go? They will go to our colleges and universities.

In 1900, only 20 percent of all Americans finished high school, and less than a third of those went on to college.

Currently, 65 percent of our nation's high school graduates are attending college–a new national record. In the next 10 years, there will be a 21 percent increase in the number of full-time college students.

Part-time enrollment is projected to increase by only 6 percent. Some scholars have questioned that figure as being too low. They suggest that more students will have to work and thus not be able to go to college full time. Even today nearly half of all students take more than four years to earn a bachelor's degree. Secondly, more adults will of necessity return to college on a part-time basis to upgrade their skills.

Washington, D.C.

In the last 25 years, 75 percent of all student aid came from the federal government. The trend continues. Plans are in place to prepare for the growing number of full-time college students by increasing Pell Grants, creating the $1,500 Hope Scholarship program to benefit college first-year students and sophomores, and establishing a Lifetime Learning tax credit for juniors, seniors, and graduate students. The latter will assist many working Americans who want to go back to school.

Therefore, attending the first two years of college will be possible for virtually every person in this country. But once again, too many Hispanics are not finishing high school; too many have given up on education and thus are going to miss out. A strong back and a willingness to work will not be enough in the 21st century.

The Aging of America

That population bulge going through our education system is but one demographic imperative that will affect higher education. Another is the aging of America.

A few months ago, the U.S. Department of Education began talking about "two million, two million, two million." The government gave us formal notice that the nation will need two million new teachers, K-12, in the next 10 years. There are three reasons.

The first reason is that there are a lot of children under the age of seven. As they enter our schools, more schools will have to be built, and more teachers will have to be educated. And as mentioned earlier, there will soon be an enormous number of high school students.

Secondly, teaching, especially K-12 teaching, is a very stressful profession. Up to 50 percent of all who enter teaching quit the profession within five years-50 percent. Teaching is very draining and very stressful. Those who have never taught don't know how difficult it really is.

It is predicted that high turnover among teachers will continue; therefore, jobs will become available again and again. And our colleges and universities will have to train new teachers over and over again.

But the third reason why Washington is getting into a dither is the biggest reason why there are going to be so many teaching jobs over the next ten years. Once again, it is a demographic reality.

An estimated 60 to 75 percent of all teachers who are teaching today are expected to retire in the next ten years. I repeat: nationwide, 60 to 75 percent of all teachers who are teaching today will retire in the next 10 years.

In the next 10 years, there will be a 21 percent increase in the number of full-time college students.

Clearly there are going to be a lot of jobs. California expects that 65 percent of its teachers and administrators will retire in eight years. Other states face a similar situation.

How about Higher Education?

Will demographics affect higher education? Absolutely. The pattern is identical. Many colleges and universities expect a 70 percent turnover among faculty and administrators.

What else does our research tell us about higher education in the years ahead?

First the good news. President Clinton is determined to impact education. It has become one of his top priorities. And Congress is on board as well. Under legislation signed a few months ago, virtually everyone can receive financial assistance for the first two years of college. Although most colleges and universities will benefit from this new legislation, community colleges will certainly be significant beneficiaries. They are the healthiest sector of higher education. They will be seeking hundreds of thousands of teachers nationwide.

New community colleges are still being built, and many existing ones are building new campuses. Growth is already there. Last year the Los Angeles Community College District advertised for 200 full-time faculty positions. The avalanche is beginning.

Four-year colleges and universities face a very different future. Enrollment might not be a problem. The numbers will be there. But intense competition, leap-frog changes in technology, some public disillusionment, and cutbacks in expenditures by state governments-all that spells a different higher education culture in the 21st century.

Problems

A few problems might impact these rosy predictions. More and more colleges and universities are hiring an ever-increasing number of part-time teachers. The number of adjuncts has exploded at many institutions. Why? To save money, to float the budget. In some colleges, 50 percent of all courses are taught by adjuncts. In some, when full-time faculty members leave, they are not replaced. Their positions are chopped up-divided among adjuncts, and the colleges save 50 to 60 percent. Many adjuncts are very competent-all are underpaid.

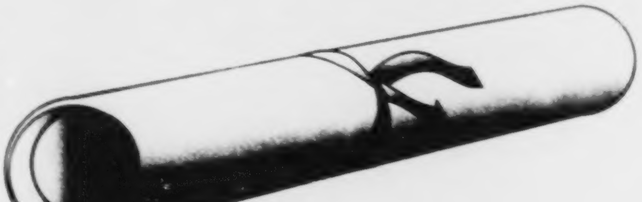
If colleges continue the trend, there will not be so many full-time jobs. But the numbers set to leave are so great that many full-time jobs will still have to be filled. They will exist in all fields, although, as has been true for so long that people's memory runneth not to the contrary, English and history teachers will have a lot of competition. Science, mathematics, and computer teachers will be in greater demand.

Another possibility is that some who are presently teaching will hang on for a few years beyond age 65. Why? For financial reasons, to retain their medical benefits, for lifestyle realities. But most will be glad to retire and relax. So their positions will become available with the passage of time.

It is clear that America's colleges and universities will need many new teachers and administrators in the years ahead. Period. That's the good news.

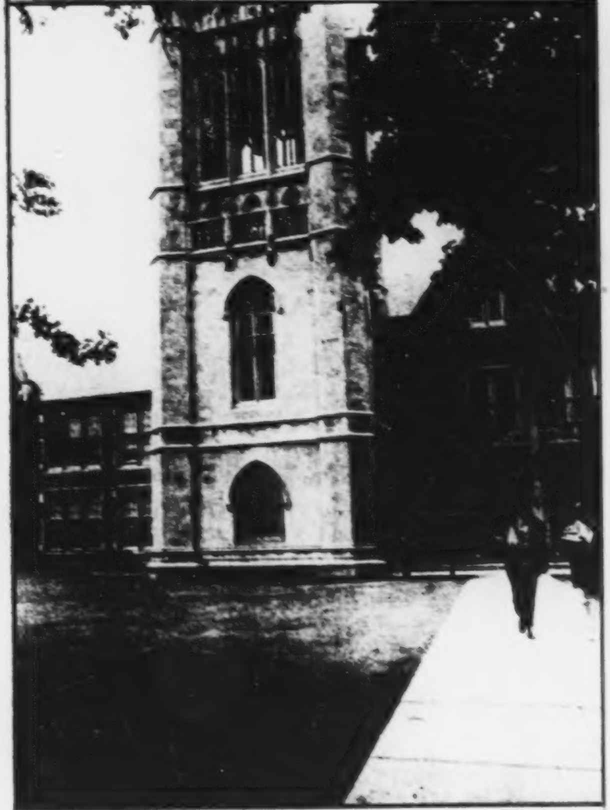
Professor Nelly Mellander teaches at George Mason University.

The Honor Roll



Jersey City State College

BY ROGER DEITZ



The Gothic Tower of Hepburn Hall is a cherished symbol of Jersey City State College

Did you know that Jersey City, New Jersey, is situated in an area of Hudson County that is one of the great centers of population in the United States? It is also one of the most vital places of cultural and urban renewal. A large portion of the region's population is Hispanic, many of whom are Cuban emigres, who invigorate the region with a changing ethnicity while presenting local institutions with challenging educational demands.

Not surprisingly, Jersey City State College (JCSC) has an enrollment that is 58 percent minority and more than 25 percent Hispanic. It is also guided by a president who is himself Hispanic.

Does this first-rate school have a story to tell? President Carlos Hernández thinks so. He wants to inform everyone about Jersey City State's commitment to offering strong, well-rounded liberal arts and professional studies programs. He wants people to know that his school offers the state's most extensive Cooperative Education Program, one in which a learner can work in a business environment earning a salary as well as academic credit towards a degree. And Dr. Hernández wants everyone to discover JCSC's "diversity and friendly sense of community."

"On our 46-acre tree-lined campus, you'll find a microcosm of the world," he says. "People of different cultures are learning together, working together, enjoying together." That is just one part of what makes Jersey City State College a *Hispanic Outlook* Top 100 school–and the latest name added to its Honor Roll.

"These are exciting times at Jersey City State College," announces Dr. Hernández. "This is New Jersey's urban public college, and we are working diligently. Our graduate and undergraduate curricula are evolving and blossoming; the physical development of our campus and the superb renovation of our facilities–especially our library–are enabling us to offer our students the academic environment they need to succeed."

Dr. Carlos Hernandez, President, Jersey City State College

Honor Roll Facts in Brief

INSTITUTION:
Jersey City State College

LOCATION:
2039 Kennedy Boulevard
Jersey City, NJ 07305–1597
(201) 200–2000

ESTABLISHED:
1927

ENROLLMENT:
Full-time: 3,796
Part-time: 2,563

DEGREE OFFERINGS:
Master's
Bachelor's

ANNUAL TUITION & FEES:
$3,828 full-time, in-state, undergraduate, incl. fees

NUMBER OF FACULTY:
Full-time: 235

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Art
Business Administration
Criminal Justice
Elementary Education
Nursing

INTERNET (Website) ADDRESS:
http://www.jcstate.edu

There's more in the works. The president reveals that the college is in the process of petitioning the N.J. Commission on Higher Education for university status.

"For many years, the College has met the programmatic requirements of university status. Now, as we approach our 70th anniversary, we are ready to meet the challenges that university status brings."

Ready indeed. When the fall term began, the college embarked on a year–long millennial celebration, "Similarities and Differences," that featured a host of special course offerings and cultural programs. The idea of "Similarities and Differences" was to "explore subjects of global importance that have great personal and societal significance."

Dr. Larry Carter, JCSC's vice president for academic affairs, explained that the college has designated this academic year as "a time of personal enrichment and collective reflection," a time for "openly and constructively celebrating" those differences and similarities rather than ignoring them.

To help accomplish this, 31 special courses were developed, with each department offering at least one millennial course. Titles include: Biodiversity and Extinction, The Global Economy in the Next Millennium, From the Printing Press to the Internet, and Preparing Immigrant Students for the 21st Century. Cultural programs and special events focusing on the new millennium include the JCSC Faculty Lecture Series, academic convocations, a 10–part film festival, an exhibition entitled "Art Faculty Look to the Millennium," and "Creative Knowing," a series on medicine and magic through storytelling, with all events open to the public. The College held an Urban Mission Conference on the theme "Building Bridges to the New Millennium." This spring, the college sponsored a Global Political Issues Conference on the theme of world peace.

Looking beyond the year 2000, JCSC has embarked on a capital improvement campaign, the modernization of its Forrest A. Irwin Library, and the renovation of Fries Hall, which was until 1994 the college's athletic center. The year 1999 is the completion date for both projects. Dr. Hernández comments on the need for continued capital improvement, saying, "We need imaginative investment, not just in the intellectual future but also in the physical future of the College. We can't have state–of–the–art academic programs without state–of–the–art facilities. We have to equip our buildings with the infrastructure and technology our faculty and students need.

"The 29–year–old Forrest A. Irwin Library will be redesigned for the electronic information age. The restructured building will support current and future information technology, facilitating access to worldwide resources. The library's layout will be adaptable to the changing balance between print and electronic resources." The estimated cost of the library modernization is $8,600,600.

Fries Hall, built in 1954, will be transformed from athletic center to arts center. It will house the media arts department and include a dance studio and Black Box Theater. The estimated cost of renovation is $1,978,000.

The college opened its doors in 1929 as the New Jersey Normal School of Jersey City. Classes were offered to 386 students in one building. In 1935, the college was renamed the Jersey State Teachers College and awarded its first bachelor of science degree. In 1958, the name became Jersey City State College, and the following year, it was authorized to grant the bachelor of arts degree and launch a graduate degree program in Elementary Education. The master of arts followed, and in 1968, the college became a liberal arts institution. Today, JCSC offers more than 24 major programs to undergraduates in liberal arts and professional studies and various graduate and continuing education programs, serving about 10,000 students in all.

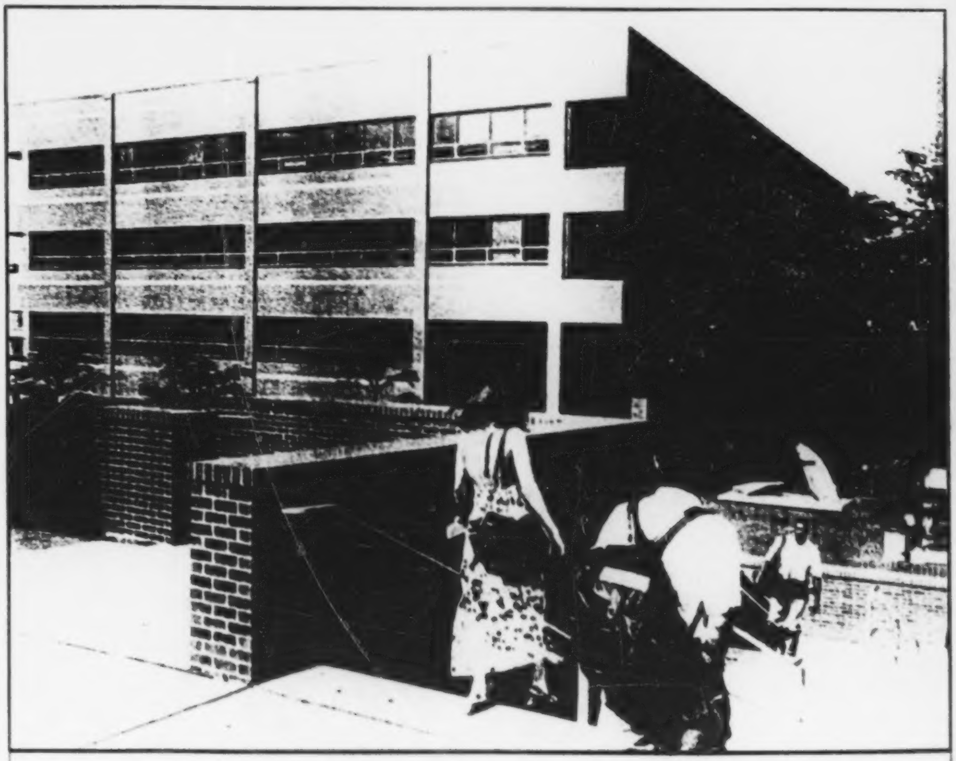
This year, the College has an overall enrollment of 6,359 undergraduates–3,796 of them full-time. Another 1,300 are registered as graduate students. Continuing education courses and non–credit seminars serve about another 1,400 learners.

Of all undergraduates enrolled, 26 percent are Hispanic; 19 percent, African American; 10 percent, Asian or Pacific Islander; and 4 percent, non–resident alien. A 17–to–1 student–to–faculty ratio means that the classes are smaller than those at most other colleges, allowing students to work closely and directly with faculty and other students. The average class size at JCSC is 19.5.

Last year, JCSC was among seven institutions selected for a collaborative project to increase the pool of middle school students competently prepared for higher education in mathematics, the sciences, and engineering. Funded by a $1,000,000 grant from NASA, the program will acquaint the students with opportunities in those fields. The project, called Proyecto Access, was developed by the Hispanic Association of Colleges and Universities (HACU) in conjunction with the University of Texas at San Antonio, Jersey City State College, and other Hispanic–serving institutions– schools enrolling a student body that is at least 25 percent Hispanic.

JCSC's $100,000 share of the total award will go towards encouraging the study of science and mathematics in the United States and to help reverse the low performance of secondary school students in those fields.

"We live in an age of technology," says Dr. Hernández. "It is absolutely critical that we ensure that children are computer literate and well grounded in sciences. Early intervention programs, such as Proyecto Access, are highly effective. They successfully encourage talented students to excel."



Classrooms, the Electronic Learning Laboratory, and faculty offices are located in JCSC's Professional Studies Building

Savoring the Spoken Word

Transcontinental Marathon Readings

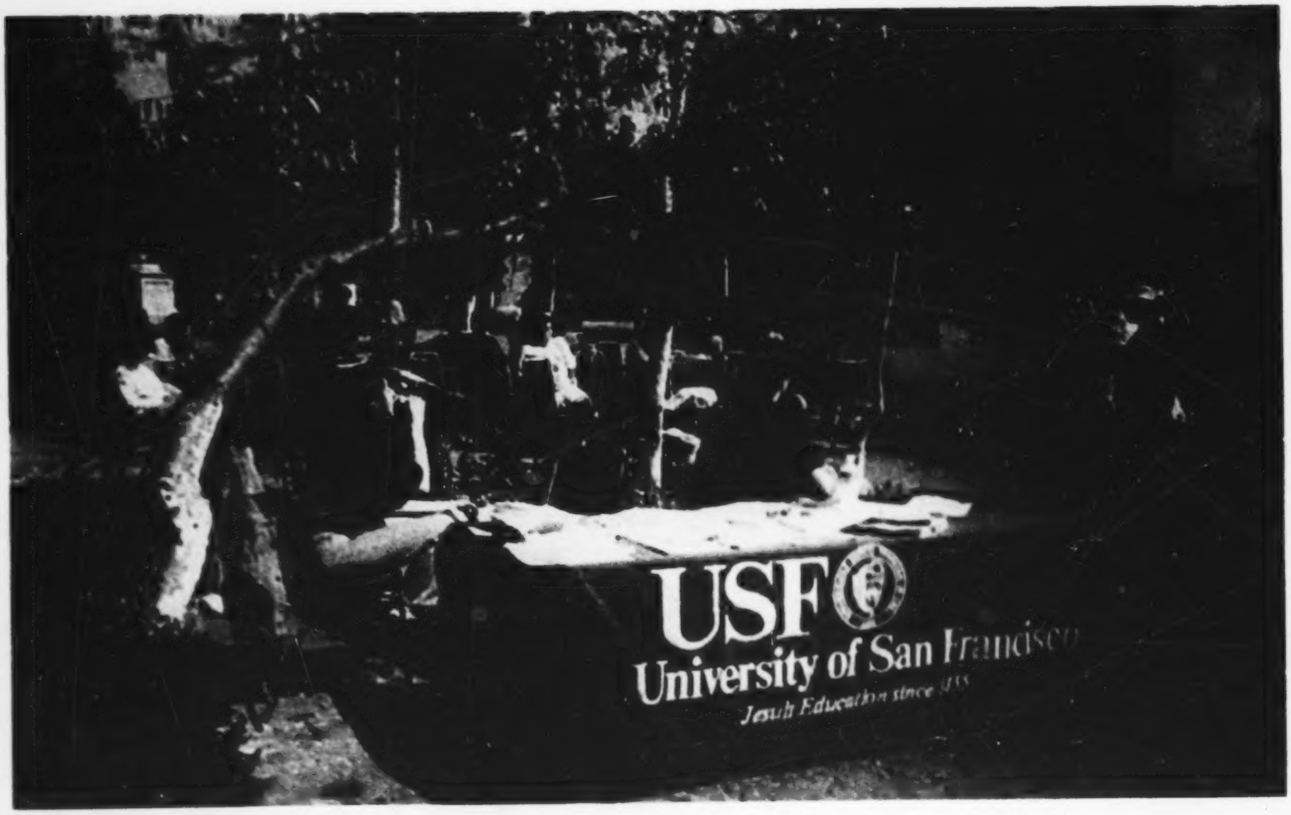
BY MICHELLE ADAM

It was a hot day in the Santa Catarina plaza of Cayoacán in southern Mexico City, the same neighborhood that was once home to Frieda Kahlo and *los cuentadores*. Pedro Lange Churion and Gerardo Marin, respectively assistant professor of Latin American literature and associate dean of arts and sciences at the University of San Francisco (USF), were there at 9 a.m., Nov. 15. The crowd trickled in–the elders, the young, the educated, the wealthy, the poor. Several children began reciting from memory chapters of *One Hundred Years of Solitude* and *Concierto Barroco* in front of nearly 250 people. A twosome began reading poetry and prose inscribed on one another's bodies. Authors shared their newly finished works. All day long, passages from more than 150 novels, short stories, and poems were recited, acted out, or simply read out loud in honor of Latin American literature.

At the same time, in San Francisco, in a small cafe, the Cafe Muse, four to five USF students and

All day long, passages from more than 150 novels, short stories, and poems were recited, acted out, or simply read out loud in honor of Latin American literature.

USF students and professors read Latin American literature.



University of San Francisco at the Iberoamericana marathon reading in Mexico City on Saturday, November 15, 1997

professors gathered to read, from cover to cover, poetry and essays by 17th-century Mexican writer Sor Juana Ines de la Cruz, and *Pedro Páramo* by contemporary Mexican writer Juan Rulfo. What started slowly around one cafe table mushroomed into a throng of 45 taking turns throughout the day reading Latin American literature in both English and Spanish.

"I'm proud of myself," said Churion, back at his office after completing his first bi-cultural marathon reading. At 2 p.m., Nov. 15, he called Cafe Muse from Mexico City to connect the events that were planned together but acted out separately.

"It was extremely inspiring," said Churion. "It's an act of magic."

It's unusual enough to hear of marathon readings anywhere, let alone in two cities simultaneously. The first marathon reading ever in Spain captured the attention of the *New York Times* months ago.

The first might well have been eight years ago, however, when Churion ran his first reading marathon at a bookstore in Columbus, Ohio. Its success led to several others in San Francisco. At one, participants read from *One Hundred Years of Solitude* for more than 18 hours. This most recent marathon reading spanned nine hours, from 9 a.m. to 6 p.m., in both locations.

"Few pauses, few breaks" would be a simple way of describing what takes place. But for those who are there, it is much more. Seconds became minutes and then hours of absorption in the riches and realities of Latin American literature. Individual readers took turns, following stories and poems from beginning to end–the oral tradition of storytelling alive again within the confines of this specified time and space.

"We usually run around,...but in immersing yourself in literature, you lose yourself in it....You get a high from it," said Angela Hackenschmidt, a student at USF who took part in the Cafe Muse

An incredibly varied group attended Mexico City's creative center to read–not only students and professors but poets and writers and others from the greater community. And of more than 150 pieces read, some were new works written only days before the event.

353

The crowd trickled in–the elders, the young, the educated, the wealthy, the poor. Several children began reciting from memory chapters of **One Hundred Years of Solitude** *and* **Concierto Barroco** *in front of nearly 250 people.*

marathon from beginning to end. "I can't even describe it. It's so much fun!"

Hackenschmidt, who had spent a few hours at an earlier marathon, said the full experience had an unexpected impact.

"When you hear about it, it sounds weird," she said. "But when you are there, you're in a different space...a different sense of time," she said.

Her experience wasn't unique. Michael Stanfield, co–organizer of San Francisco's leg of the event, an assistant professor of Latin American history at USF, had similar words to share. "The way I felt was ethereal," he said. "The words, the reading, the time flowed together. We didn't want to stop...it was transformative."

Lois Lorentzen, assistant professor of ethics at USF, also described the experience as dre[illegible] "I was quiet and somewha[illegible]ered....I had stepped into another world...into the world of books."

The irony is that an event so popular among its participants was so unproductive, said Churion. "I think it is practically useless," he said. "It's a celebration of idleness."

"People have no time in this hurried life to lose time and follow a marathon reading from beginning to end," said Churion. "It's precisely this uselessness, however, that gives people an opportunity to slow down and experience their humanity.

Churion first began organizing readings because of his belief that literature should be shared and not just read privately.

"We enjoy the musical texture of words," said Churion. "It makes literature a community activity and celebrates the texture of literary discourse."

In Latin America, where illiteracy rates are higher, oral storytelling is more common, said Churion. "There is definitely a strong oral tradition in Latin America," he said. "The consequence is that people keep alive the stories of their heroes and collectiveness."

Reading Experiences

The first reading in Columbus, Ohio, attracted more than 80 people. They read until late into the night, keeping the bookstore open well beyond closing. Then, after 26 hours of Julio Cortazar's *Hopscotch*, participants toasted with champagne.

Since then, Churion forms literature groups nearly every semester, composed of a group of students called El Círculo. Every week the students gather to share Latin American literature in a cafe or in one another's homes. The reading marathons become, as Churion described, the icing on the cake.

This time, however, many other students and outsiders joined in the event. Some came in off the street. Most were students and teachers from the University of San Francisco.

"I like the type of learning that happens outside of the classroom. I enjoy seeing students in different roles....We were all the same," said Lorentzen.

Mexico City was a different experience. Churion and Marin organized the event in conjunction with la Universidad Iberoamérica in Mexico City. While visiting the sister Jesuit university to implement an exchange program, Father Lafarga, president of the six Iberoamérica universities, had inquired about Churion's reading marathons. He requested that one be organized in conjunction with the University of San Francisco. The bi-cultural marathon reading resulted from this meeting.

USF
UNIVERSITY *of*
SAN FRANCISCO

An incredibly varied group attended Mexico City's creative center to read–not only students and professors but poets and writers and others from the greater community. And of more than 150 pieces read, some were new works written only days before the event.

"It was incredibly moving to see different people read," said Gerardo Marin. He recalled one man from the streets who simply insisted, "I have to read."

Although the events ended simultaneously at 6 p.m., those in Mexico City wanted to continue into the dark. "People were just sitting there for hours enthralled.... People wanted to keep on going," said Marin.

"It was quite an event. It was showing in a sense the unity in humanity," said Marin.

Churion, however, recognized differences in the two readings. "The people in Mexico responded so fervently. It revealed different values that go beyond material values," he said. "Apart from materialistic values, the Mexican society is also motivated by spiritual values,...[and] the arts and literature [are] one of those."

Churion contrasted that to San Francisco, to the United States. "As an affluent society, people here are more driven toward the attainment of material goods."

Marathon readings are about more than mere appreciation of Latin American literature. For Churion, they are a defiant attempt to contrast the commercial and time constraints of a modern world.

"To establish a contrast....I would like to see people joined by the hundreds or thousands in a reading marathon," said Churion, "to come out of Macy's and go into a marathon reading."

Indeed, Churion's biggest wish is to have a reading marathon in San Francisco's Union Square, amidst all the department stores. And if that doesn't happen, at least a city covered with reading marathons in all of its cafes.

For now, however, the plans are to repeat a bi–cultural marathon reading in San Francisco and Mexico City next year. We'll have to wait and see if this idea spreads. **HO**

UTEP
THE UNIVERSITY OF TEXAS AT EL PASO

UT Telecampus - The Virtual University

Benefits Across the Board (and Border)

BY
INES PINTO ALICEA

Carla Cardoza, a 26–year–old recent college graduate, said she was scared when she first touched the video, audio, and computer equipment at the new $15-million high-tech Undergraduate Learning Center at the University of Texas El Paso (UTEP).

"It was kind of scary to learn at first," said Cardoza, who mentions the "myth" that Latinos don't want to learn high technology. "We now have the same opportunities as people in other universities. We can prove them wrong."

Ms. Cardoza is just one of the more than 15,000 students at this Hispanic–majority university in this West Texas city getting hands–on experience on $3 million worth of some of the most state–of–the–art video, computer, and audio technology available at a U.S. university. UTEP officials express excitement about reaching Latinos like Cardoza, who have been left behind in the era of the Internet and computers. Studies show that only about 13 percent of Latinos have access to computers compared to 25 percent of the Anglo community.

"Our community doesn't value computers yet," said Henry Ingle, UTEP's associate vice president for technology and distance learning. "I think the issue is not the cost but that computers are not a priority. People will scrimp and save if they see value."

There lies the challenge faced by UTEP officials—convincing the Latino community of the value of a computer. The challenge seems daunting, particularly in El Paso, the nation's 17th largest city, where fewer than 20 percent of the residents have college degrees and the need for technology training is so high. El Paso's unemployment rate hovers above 11 percent, compared to 4 percent nationwide. El Paso has lost more than 8,000 jobs to Mexico since NAFTA was passed.

But the students who have wit-

The money for the technology center came from a $35 million lawsuit by border universities alleging that for years Texas had discriminated against them and denied them their fair share of state education resources.

Dr. Henry T. Ingle, Associate VP Technology and Distance Learning nessed the revolution in technology at their campus see the value and have become believers. Many volunteer or seek paying jobs assisting professors and staff in operating and maintaining the equipment to maximize their time with the high–tech equipment.

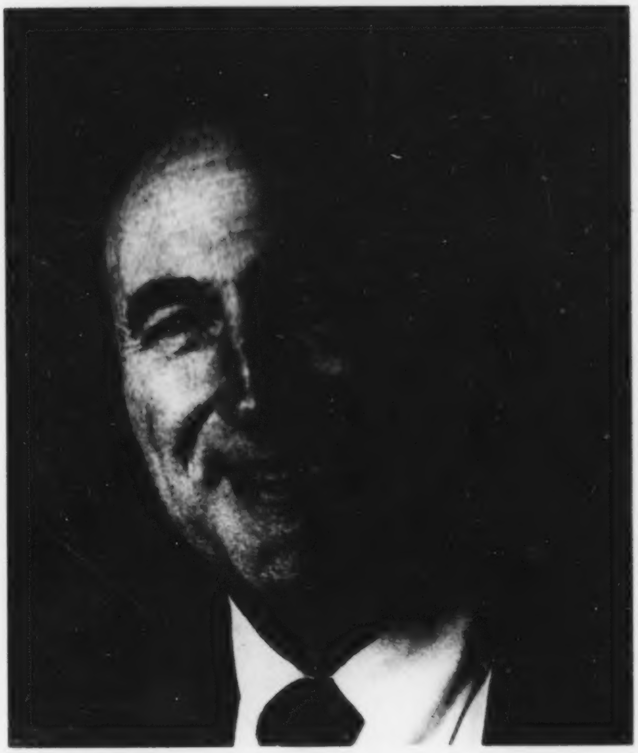
"I thought I might break something or mess up a project someone else was doing," said Claudia Ortega, a 24–year–old graduate student with a major in communications. "But once you learn it, you get hooked. You want to learn more technology."

UTEP officials are optimistic that they have the right ingredients to develop high–tech Latinos for the future. They have teamed up with the local cable company–Paragon Cable–to offer television and Internet courses developed at the new technology center. Through this partnership, university students are introduced to the facilities by giving them hands–on experience on all of the equipment. They developed bilingual Web pages for their course offerings, and they work with grade school students and their parents in the region to get them comfortable with computers and the Internet. They also hire university students from all disciplines to assist professors and staff at the technology center in operating the equipment; and they have developed a series of courses on border life that explore the politics, culture, economy, arts, and other issues affecting people living along the U.S.–Mexico border, says Ingle, who was involved in the hi–tech center's planning.

"It's not going to happen overnight," said Ingle of warming up the Latino community to high technology. "It will be an evolution."

But the evolution has begun at the center where UTEP professors switch from traditional talk–and–chalk lectures to using computer graphics, video clips, and the Internet to make complex subjects both easier to understand and more interesting. Professors stand before electronic podia that place a variety of digitized resources at their fingertips. With the touch of a button, a professor is able to project a large–screen video image of cells splitting, fill the auditorium with recordings of memorable speeches by U.S. presidents, or beam in via video international speakers, noted authors, and business leaders.

The largest classroom in the building features individual touch pads at the students' desks. During class, professors can ask multiple–choice questions that the students respond to via the touch pads. That way, a professor can get feedback quickly from students to assure that they are following the lecture or to poll them on different issues.



Dr. Michael Kolitsky, Associate VP, Instructional Technology

Michael Kolitsky, associate vice president for instructional technology, describes the facility's largest classroom, which accommodates 567 students, as having a built–in intimacy that allows students to "see the whites of their professors' eyes" because of its arc–shaped construction.

With the visually oriented technology of the Web, UTEP is able to encourage students and faculty to explore areas that they otherwise might not easily study.

The multimedia capabilities in the center allow faculty to clarify complicated concepts by using visual images, which school officials say helps them communicate better with many of the students, who represent a visual generation.

"The technology gives instructors more authority over what they are teaching," said Phillip McCarty, a UTEP graduate who was working as a senior staff associate at the center. "We're not trying to replace the traditional environment; we're trying to extend it."

Katitza Gerdau, director of the Multimedia Teaching and Learning Center, said many of the faculty members are overcoming their own fears of the technology and actually "becoming addicted to the technology."

"Before we had this building, it was such a fuss just to show a videotape," said Gerdau. "Any little problem, the professors would get frustrated. Most were not technologically literate." After a year of training, many of the professors teaching in the center are virtually pros at using the equipment, and school officials say many others are

"The technology gives instructors more authority over what they are teaching," said Phillip McCarty, a UTEP graduate working as a senior staff associate at the center. "We're not trying to replace the traditional environment; we're trying to extend it."

expressing interest in teaching their classes at the center. The professors who underwent training learned to master the new technology and design Web pages so they could post class notes, assignments, and research materials. About half of the classes taught at the facility are in liberal arts, and 25 percent, in the sciences.

"Once the threat is gone," said McCarty, the facility becomes a "user–friendly environment."

The money for the technology center came from a $35–million lawsuit by border universities alleging that for years Texas had discriminated against them and denied them their fair share of state education resources. Some of the money was used to build the 125,000–square–foot Bhutanese–style education center, with 23 auditoriums and classrooms. In the fall semester, 150 sections were taught in the facility. Up to 2,400 students can be accommodated in the center's classrooms and auditoriums.

The Center "will give students career opportunities that they wouldn't have had" and "places a spotlight on this university and the Latino population," said UTEP President Diana Natalicio, adding, "This will inevitably build our image."

"Students have to be accustomed to these technologies when they get out in the working world. This facility gives us a tremendous opportunity to demonstrate the excellence we have here among faculty and students. I'm thrilled that we have it."

Distance Learning

University officials said they are hopeful that the technology center also will help reverse a disturbing trend: a steady decline in enrollment. About 65 percent of the students are Latino. School officials are expanding their distance learning programs since students aged 30 to 38 are the fastest growing group of students, many of whom are interested in pursuing additional education from the convenience of their homes. Ingle noted that for some students, physically attending the university for classes can be a barrier to higher education.

"We're reaching out into the community so they can learn from home," said Ingle. "The distance learners are not first–time students. They have already gone to college once, and they are pursuing graduate degrees. They just have other obligations."

By "beaming in" courses from other universities across the nation, distance learning also allows UTEP to offer classes in subject areas not available at the university. In turn, UTEP is able to package its own courses for other institutions. The communications technology center converts UTEP into a virtual university–the UT Telecampus–that uses interactive classrooms to reach high schools throughout El Paso; neighboring higher education institutions such as El Paso Community College, New Mexico State University in Las Cruces, and other University of Texas campuses; graduate students at 12 Mexican universities; and military personnel around the world.

To request more information on the new UTEP facility or distance learning programs offered, you can call (915) 747–8901 or e–mail to <tpdl@utep.edu>, or look on the World Wide Web at <www.utep.edu/tdl> or <www.mmtlc.utep.edu/mmtlc>.

"High Tech" building, Undergraduate Learning Center, University of Texas at El Paso

Plays About His Culture

Solís finds the immigration experience a powerful draw for all audiences

BY
MARY DENNY

Reprinted with permission from Trinity University, San Antonio, Texas

"It all starts with the character," says playwright Octavio Solís. "I may have a vague notion of a story, but I have to get a clear picture of the characters first. Then I write and let them talk, and they make decisions on where to take the play next." Judging from the awards and success his plays have received, Solís' characters know what they are talking about.

Relaxing in the lobby of the Melrose Hotel in Dallas, Solís clearly relishes discussing his career. He has good reason to be upbeat. His plays are being produced and acclaimed, and he has a backlog of seven commissions. This particular spring day, he is in town for a reading of his work at Club Dada in Deep Ellum. It is a homecoming of sorts.

A drama major, Solís originally planned to be an actor. Although he earned an M.F.A. [master's degree in Fine Arts] at the then Trinity–affiliated Dallas Theater Center, he couldn't get cast in substantive roles. "I was always being considered for the gardener or the chauffeur or the waiter. If I did get cast, it was usually in some embarrassing scene in a really bad play," he says. To support himself, the frustrated actor turned to teaching at the Arts Magnet School in Dallas and tending bar at the Knox Street Pub.

Ironically, a good role in Overmyer's *Native Speech* launched him onto a new career path. "It was a free–form style of writing and just thrilling," recalls Solís. "It was filled with rhythms of contemporary street life; it created

> ***Titled* Man of the Flesh, *the play proved to be a major breakthrough for Solís as a writer. "For the first time, I was writing about something I had never written about, and that was my culture."***

Octavio Solís

its own universe and asked the audience to follow it." Inspired by Overmyer's use of language, Solís–an avid poetry reader–discovered that he responded most to theatre that made the most poetic use of language. He organized a series of Wednesday night poetry readings at the 500 Cafe and began writing short, whimsical plays, originally to showcase his acting ability.

When the poetry readings became popular, he began producing, directing, and acting in his own little plays. His first production, an off-beat sketch involving a character called Geometricia, played to a small audience but generated lots of word of mouth. When patrons began asking for the next installment, Solís responded by producing new plays every five or six weeks, often casting himself, his friends, and his students in parts.

It was time to try writing "real theatre." Solís' first effort was a surreal drama called *The Five-Footed Animal*. "It was audacious and ambitious," he admits, "but it really didn't work." In retrospect, the failure was "the stumble I needed to realize 'This is not as easy as I think it's going to be.'"

Reverting to realism, he wrote *Prospect*, a "gritty, seedy play," which nevertheless contains humor and humanity. It was produced at the Deep Ellum Theatre Garage in Dallas and later in San Francisco and Scotland. It also led to a commission from Teatro Dallas in conjunction with the Dallas Parks and Recreation Department. They wanted a play about Don Juan during the Day of the Dead. Solís received $1,000 for it–"the most I'd ever gotten for anything I'd ever written." Titled *Man of the Flesh*, the play proved to be a major breakthrough for Solís as a writer. "For the first time, I was writing about something I had never written about, and that was my culture."

Amazingly, it was the first time the El Paso native, whose first language was Spanish, had ever been exposed to any Latino work. Indeed, he had spent his junior year studying drama and literature in England. With the success of *Man of the Flesh*, "I was very heartened to know that I was able to connect with my culture without even knowing it. Now all my work reflects Latino culture."

Next came *La Posada Mágica*, *El Paso Blue*, and *Santos & Santos*, which won three awards, including the prestigious Roger L. Stevens Award from the Kennedy Center's Fund for New American Plays. Despite the Hispanic orientation, Solís finds that people of all ethnic backgrounds respond to his work. The reason, he feels, is that in the larger context, they are about the immigration experience and what it means to be an American.

In 1989, Solís quit teaching and moved to San Francisco where he writes "diligently." "I owe this to my wife," he explains. A corporate finance attorney, she offered to support the family while he wrote–with the proviso that if in four years he had not reached a higher plateau, she would say, "Get a job." Confides a smiling Solís, "I haven't had another job since."

> ***Despite the Hispanic orientation, Solís finds that people of all ethnic backgrounds respond to his work. The reason, he feels, is that in the larger context they are about the immigration experience and what it means to be an American.***

Honor Roll Correction:

The gentleman pictured left, is James Moeser, Chancellor of the University of Nebraska-Lincoln, featured March 27, 1998 as our Honor Roll selection, and not President William E. Kinwan, who was featured in a prior edition. Our apologies to both gentlemen.

New Urban Policy Ph.D. Society of Hispanic Engineers The University of San Francisco

MAY 8, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 18

THE HISPANIC Outlook IN HIGHER EDUCATION

PURSUING GRADUATE OPPORTUNITIES

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc, 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

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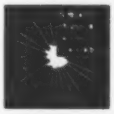

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Cover Photo: Courtesy of St. Thomas University, Fla., and University of New Mexico, Albuquerque.

A CAPITOL VIEW

Grim Reality Check: 12th Grade Math and Science

BY GUSTAVO A. MELLANDER

We have seen the headlines, "U.S. Students Fare Poorly in Science and Math Tests." It gets worse as we study the details. The results released by the National Center for Education Statistics (NCES) note that U.S. 12th graders' performance "was among the lowest of the participating countries in mathematics and science general knowledge, physics, and advanced mathematics."

The Study

The Third International Mathematics and Science Study (TIMSS) assessed students at the end of 12th grade in the United States and at the end of secondary education in other countries. The study conducted in 1995 included half a million students from 41 nations. It covered four areas of performance: mathematics general knowledge, science general knowledge, physics, and advanced mathematics.

The study consists of initial findings from the assessments of mathematics and of science general knowledge; from assessments of physics and of advanced mathematics; and about school systems and students' lives.

Student Achievement

A sample of all students at the end of secondary school (12th grade in the United States) was assessed in mathematics and science general knowledge, defined as the knowledge of mathematics and of science needed to function effectively in society as adults.

U.S. 12th graders performed below the international average and among the lowest of the 21 TIMSS countries on the assessment of mathematics general knowledge. U.S. students were outperformed by those in 14 countries, and outperformed those in two countries.

U.S. 12th graders also performed below the international average and among the lowest of the 21 TIMSS countries on the assessment of science general knowledge. U.S. students were outperformed by students in 11 countries; U.S. students outperformed students in two countries.

The international standing of U.S. students was stronger at the 8th grade than at the 12th grade in both mathematics and science.

One Piece of Good News

The U.S. was one of three countries that did not have a significant gender gap in mathematics general knowledge among students at the end of secondary schooling. While there was a gender gap in science general knowledge in the United States, as in every other TIMSS nation but one, the U.S. gender gap was one of the smallest.

Advanced Students

Performance of U.S. physics and advanced mathematics students was among the lowest of the 16 countries that administered those assessments.

In advanced mathematics, 11 countries outperformed the United States, and no countries performed worse.

In physics, 14 countries outperformed the United States; again, no countries performed worse.

In all three content areas of advanced mathematics and in all five content areas of physics, U.S. physics and advanced mathematics students' performance was among the lowest of the TIMSS nations.

In both physics and advanced mathematics, males outperformed females in the United States and most of the other TIMSS countries.

More countries outperformed the United States in physics than in advanced mathematics. This differs from the results for mathematics and science general knowledge, as well as the results at grades 4 and 8, where more countries outperformed the United States in mathematics than in science.

Bottom Line

U.S. students' performance was among the lowest of the participating countries in mathematics and science general knowledge, physics, and advanced mathematics. There is no breakdown along ethnic lines, so we can't discern how Hispanic students fared.

Education Secretary Richard Riley reacted quickly and stated, "These results are entirely unacceptable, and absolutely confirm our need to raise our standards of achievement, testing, and teaching, especially in our middle and high schools–and to get more serious about taking math and science courses."

Further, the Secretary outlined six action steps:

1. Build a firm foundation by having more students study algebra and geometry by 8th and 9th grade.
2. Raise state and local standards of academic performance in mathematics and science.
3. Measure student performance against rigorous standards, such as the voluntary national test in 8th grade mathematics.
4. Offer a challenging curriculum and encourage students to take demanding mathematics and science courses, such as calculus and physics, by 12th grade.
5. Improve the teaching of mathematics and science through teacher training, and reduce the large number of teachers teaching out-of-field.
6. Destroy the myth that advanced mathematics and science are for only a few students.

The full report and other information are available at: <http://www.ed.gov/inits/TIMSS/>.

Dr. Mellander is a professor at George Mason University.

Hispanic Engineers: Organized and Active

The Society of Hispanic Professional Engineers

BY VIRGINIA JOHN

A group of engineers working for the city of Los Angeles founded SHPE back in 1974. It now boasts more than 5,000 student members in more than 130 colleges and universities and an additional thousand or so professional members associated with professional chapters throughout the country and in Puerto Rico.

We have heard many stories of Hispanics being deterred from studying math. Of Hispanics being told that engineering is not the right field–that it would be too difficult. And indeed, engineering has a reputation as one of the more demanding undergraduate undertakings. Engineers, after all, need to understand many disciplines well enough to put the related theories into practice throughout their working lives. Without engineers, civilization itself would be nothing but a theory.

National Leaders on a trip to Washington D.C. Left to right: Serafín Fernández, national president; Gila Delgado, vice national student representative; Jill Zubía, national secretary; and Héctor Del Castillo, national vice president.

And yet SHPE–The Society of Hispanic Professional Engineers, Inc.–a national not-for-profit organization–is certainly not lacking for members. It is one of the largest of the organizations promoting Hispanic excellence in math, science, and engineering.

A group of engineers working for the city of Los Angeles founded SHPE back in 1974. It now boasts more than 5,000 student members in more than 130 colleges and universities and an additional thousand or so professional members associated with professional chapters throughout the country and in Puerto Rico.

The SHPE nation is divided into six geographic regions, and each student and professional chapter is affiliated with one of the six. SHPE is governed by a National Board of Directors (NBOD) composed of a nationally elected president, vice president, treasurer, secretary, two student representatives, and six regionally-elected vice presidents. Student representatives serve one-year terms; all others, two years. Regional vice presidents raise issues and address concerns relevant to their region to the NBOD, which also oversees a number of national committees. These committees organize many events on a national level.

Within the last two years, The Society of Hispanic Professional Engineers has begun a strong movement to encourage its members to obtain advanced degrees. SHPE realized that it needed to address the low numbers of Hispanic master's and doctoral graduates. In 1996, these were, respectively, below five percent and below three percent of the totals, as published in the NACME report, *Engineering and Affirmative Action Crisis in the Making*.

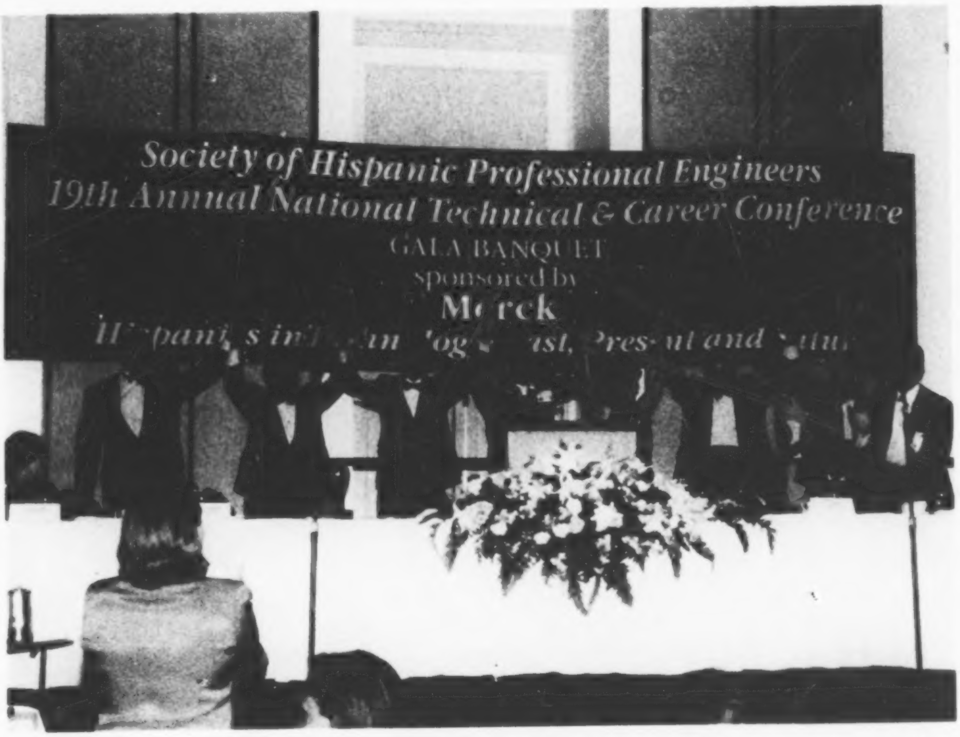
In June of 1996, SHPE established The Graduate Student Development Committee to educate members about graduate opportunities and develop a network to provide support and opportunities to graduate students. GSDC organizes workshops for all of SHPE's national programs as well as some of its regional programs, attracting speakers such as Dr. Robert Ibarra from the University of Wisconsin, Dr. Noé Lozano from Stanford University, and Dr. Antonio Estévez from the University of Puerto Rico at Mayagüez. The workshops are not structured merely to emphasize the importance of a graduate degree in maintaining competitiveness, but to educate members on the process for applying and successfully graduating with an advanced degree.

National Technical and Career Conference

One of SHPE's largest undertakings and one of the nation's largest Hispanic engineering and science events is the National Technical and Career Conference (NTCC), a four-day event that typically takes place the first week of February. NTCC attracts more than 3,000 students and professionals with a full agenda that includes an all-day pre-college program, technical and professional workshops, technical paper competitions, design competitions, academic Olympiad, graduate fair, and career fair. The next conference, to be held in Los Angeles, February 3-6, 1999, will celebrate its 25th anniversary and is expected to be the largest ever.

> ***Many innovative programs are developed by individual SHPE chapters, for example, the Annual Women in Action Conference (WIAC), a one-day event launched by the Detroit Professional Chapter in October 1996. This year's conference attracted as its keynote speaker Linda Alvarado, President of Alvarado Construction and owner of the Colorado Rockies baseball team.***

SHPE provides members with training through summer institutes held for students and professionals that enable chapter presidents to develop their leadership potential. These are the National Student Leadership Training Institute (NSLTI) and National Professional Leadership Training Institute (NPLTI). Members develop skills in team-building, fund-raising, project management, and public speaking.


Society of Hispanic Professional Engineers
19th Annual National Technical & Career Conference
GALA BANQUET
sponsored by
Merck

In February 1997, leaders of SHPE, SACNAS, CAHSEE and MAES celebrated the New Hispanic Consortium made up of all four organizations.

SHPE Foundation

Through its many volunteers across the country, SHPE promotes math and science at all levels of education. In partnership with the SHPE Foundation, a separate not-for-profit charitable foundation, and through the Advanced Careers in Engineering (ACE) programs, funding is provided to the student and professional chapters to develop K-12 programs. Program activities include mentoring, tutoring, hosting Science days, and Shadow days, during which K-12 students meet role models in different engineering and science fields, experiment with and view demonstrations of different technologies, and obtain one-on-one assistance and coaching through these programs.

SHPE, Inc., and SHPE Foundation have worked very closely on a number of programs. One of the foundation's largest is its scholarship program, which has provided more than $1 million in scholarships to SHPE members. The SHPE Foundation funds undergraduates and graduate students based on need, SHPE participation, and academic performance.

CyberSHPE

In February of 1997, SHPE unveiled Diversilink, the official job-posting service of SHPE national. Through the efforts of our national Human Resource Committee, SHPE is now able to share job opportunities and advice on line. Diversilink offers a career consultant site with resume writing and interviewing tips, career advancement tips, industry tracking, virtual job fairs, and much more. Members are invited to submit their resumes online. The site can be visited at <http://www.diversilink.com>.

SHPE has also been quite active in national NetDay efforts at all levels. Members from the San Jose Professional Chapter have organized a number of NetDays to wire schools in the Bay Area. Juan Miguel Herrera, of the San Diego State University SHPE chapter, spearheaded the NetDay effort last fall to outfit National City Middle School, located in one of the nation's poorest cities. NBOD members have met with officials in the Department of Education to garner more resources for NetDay. The Washington, D.C., Professional Chapter is working with Skip Styles from the House Science Committee to wire schools in South Arlington, Va. SHPE is committed to this effort due to the extensive use of computers in the fields of science and engineering. Without early access to computers, our students will have an even more difficult time entering these fields.

Many innovative programs are developed by individual SHPE chapters, for example, the Annual Women in Action Conference (WIAC), a one-day event launched by the Detroit Professional Chapter in October 1996. The conference, "designed to promote region-wide networking, encourage academic and professional excellence, and celebrate the outstanding achievements of Hispanic professional women," hosted more than 400 students and professionals representing 27 universities and 36 corporations this year. The conference highlights the achievements of successful professional Latinas and this year attracted as its keynote speaker Linda Alvarado, president of Alvarado Construction and owner of the Colorado Rockies baseball team. The conference also offered workshops on leadership, education, medicine, and entrepreneurship, with Hispanic women as speakers.

The number of activities for outreach, development, and networking that SHPE provides seems endless. There are opportunities for involvement at all levels in most parts of the country. We are always looking for volunteers to serve on national, regional, and local committees. Getting involved is really simple. Prospective members can contact our national office at (213) 725-3970 or email <staff@shpe.org> for more information. If you would like to read more about SHPE, access our Web site at <http://www.shpe.org>. You can also subscribe to our national email distribution list at our site. This, of course, is just one of many SHPE sites. Feel free to search for our regional and chapter sites.

¡Sí se puede!

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Established in 1991, the Industrial Partnership Council (IPC) is a special advisory group that includes our major corporate sponsors.

The IPC provides SHPE with in-kind and financial support and meets three to four times per year to advise SHPE on national programs.

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IPC member companies each contribute a minimum of $25,000 annually for student educational programs such as pre-college programs, college and university scholarships, the National Student Leadership Training Institute, and student mentoring and tutoring.

Additional Corporate Sponsorship Opportunities

In addition to IPC corporate leadership support to SHPE, non-IPC member companies, professional firms, government, and private foundations are encouraged to contribute toward the achievement of SHPE's mission and are recognized for their contribution in The SHPE Annual Report and during key recognition programs and publications throughout the year.

APPLYING TO GRADUATE SCHOOL?

The Graduate Student Development Committee (GSDC) was founded June 1996 to promote the attendance in graduate school, educate members about graduate programs, provide information pertinent to attending graduate school, and provide a support network for those students enrolled in graduate programs.

Please feel free to contact Virginia John at <vmjohn@aol.com> or Shannon at <dunphy@trace.wisc.edu> for more information or for assistance in applying to graduate school.

Poetry: The Saving Grace

Harvard's Physician Poet Professor

BY INÉS PINTO ALICEA

"I cringed," he recalls. "I thought my career was ruined, that I was going to lose credibility with my colleagues. It was the worst thing that could happen to me." But with the exhausting rigor of the medical residency behind him, Campo came to realize that poetry was an important part of his life.

Dr. Rafael Campo's colleagues often jokingly ask the Harvard Medical School professor if he is writing poetry or prescribing medication on his prescription pad.

"I just tell them I've never seen poetry cause toxicity in any of my patients," said Campo, adding that he does prescribe a literary work along with medication for many of his patients.

"I'll introduce it by saying, 'This is our treatment plan.' In addition, 'I wanted to suggest a couple of books useful to folks with similar diagnoses or who have struggled with the same issues you are,'" said Campo, the 33-year-old Cuban American.

Medicine and poetry have much in common and are not two distinct spheres, said Campo, who teaches Harvard Medical School classes at Beth Israel Deaconess Medical Center in Boston, Mass.

Dr. Rafael Campo

"Many people who aren't already avid readers of poetry come with much suspicion because of some horrible experience early in life," he said. "Poetry is one of the most accessible forms of writing because it comes from the rhythms of the body."

Campo offers strong evidence that medicine and poetry do mesh. Two volumes of his poetry have been published, *The Other Man Was Me* (Arte Público, 1994) and *What the Body Told* (Duke University Press, 1996) as well as a collection of autobiographical essays that he wrote to expand his readership–*The Poetry of Healing: A Doctor's Education in Empathy, Identity, and Desire* (W.W. Norton & Company, 1997). His first volume of poetry won the National Poetry Series Award in 1993, and his works have won a Lambda Literary Award. Another collection of poems is in the making.

But Campo admits he did not always jointly embrace these two seemingly antithetical pursuits–medicine and poetry. He struggled for years wondering if his two interests would clash.

While undertaking his residency at the University of California at San Francisco, Campo received an answering machine message that he had just won the National Poetry Series Award and that his book of poems would be published. His long-time partner, Jorge Arroyo, had submitted the poems, which address, among other things, issues of sexuality and of culture and of his experiences in the medical profession–not specific patients, he adds.

"I cringed," he recalls. "I thought my career was ruined, that I was going to lose credibility with my colleagues. It was the worst thing that could happen to me."

But with the exhausting rigor of the medical residency behind him, Campo came to realize that poetry was an important part of his life. From his childhood, when his parents read poetry to him, to adulthood, when poetry became a sort of healer in his life, poetry had been a constant that never disappointed him.

"Now I can't imagine doing one without the other," said Campo. "So many times, medicine falls short, where we don't have a cure. I discourage people from thinking of poetry as a therapy, but I do see the utility of poetry in medical work."

The road to peace with his literary side was long and arduous. For many years, he struggled over his identity as a gay Cuban American male in a largely Anglo, heterosexual world. As a young boy, he had found solace in poems, which, he says, "knew that I was gay." By writing poetry, he was able to escape the isolation he felt growing up in an affluent white suburb in a Latino family and the confusion he felt over his sexual identity.

Campo announced early on to his parents that he wanted to be a poet when he grew up, but they dissuaded him, fearing he would not be able to make a living from poetry. They encouraged him to pursue his other interest–medicine–which he said came to symbolize healing and assimilation into the Anglo world.

"My parents influenced my decision to go to medical school," he said. "They wanted me to have a secure career. But I was attracted to medicine because I felt that by becoming a healer, I could heal myself, that maybe if I went to medical school, it would cure me of my gayness. I saw medicine as this macho profession."

Likewise, he said, he felt that going to medical school would make him "more white."

"That white coat came to symbolize whiteness for me, and I thought that with it, I could be white myself instead of Latino," Campo said. "It really was ludicrous."

He recalls rejecting poetry during his adolescence and early adulthood, claiming that "poetry was for sissies." He received a bachelor's degree in English and neuroscience from Amherst College in 1987. But it wasn't until medical school that he became interested again in poetry.

His love for the art form was refreshed when he did the unusual–took a year off between his third and fourth years of medical school to pursue a master's degree in creative writing at Boston University. He said the experience of studying poetry under Nobel Laureate Derek Walcott helped him not only renew his commitment to poetry but to medicine as well.

"It really refocused my creative energy and reminded me why I was interested in healing," he said. "Poetry is a way to reach out, to connect with people."

He returned to medical school and launched the journey of self-discovery that eventually helped him come to terms with being a Latino gay male.

"I used to think I was a freak, that something about me would always disqualify me," he said. "I have been able to reconcile these things through my practice. When I saw the diversity of people suffering, I realized we are all fundamentally the same creature. We suffer in the same way. We feel pain in the same way. And we need love in the same way."

He said it's important as a good caregiver to be able to make a connection with patients. That connection is vital to the work he does and is something he tries to instill in the medical residents he works with at the hospital. To teach cross-cultural competency among his young charges, he introduces psychosocial information–sexual preference or ethnicity–into clinical discussions about patients.

He also rewrites case studies for residents that better reflect the patients they will encounter in their work. Current case studies tend to present stereotypes. Most, for example, present heterosexual white businessmen as the only people who suffer from coronary artery disease. His rewrites of the case studies might present instead an older lesbian, one who lives in a rural area and works as a clerk, as a victim of the disease.

The rewrites, he said, help the residents "form empathy with another person who is very different from them."

In addition to rewriting case studies, Campo is developing a course on literature and medicine.

"People are viewing poetry more positively these days, and I'm happy about that," he said.

> ***"That white coat came to symbolize whiteness for me, and I thought that with it, I could be white myself instead of Latino," Campo said. "It really was ludicrous."***

About HARVARD Medical School '96-'97

Student ratio
373 Males – 51.7 percent
348 Females – 48.3 percent

Students by race 1996-97

343	Whites, Non-Hispanic	47.6 percent
181	Asian/Pacific Islander	25.1 percent
76	Black, Non-Hispanic	10.5 percent
55	Hispanic	7.6 percent
6	American Indian	.8 percent

1997 Entering Class
7.9 percent or 13 Hispanic
45.0 percent or 74 White

Faculty Gender
3,560 Males or 68.6 percent
2,542 Females or 31.4 percent

Faculty Race

7,153	White, Non-Hispanic	88.3 percent
663	Asian or Pacific Islander	8.2 percent
161	Hispanic	2.0 percent
121	Blacks, Non-Hispanic	1.5 percent
4	American Indian/Alaska Native	.1 percent

Goodbye to the "Me" Generation?

Recent Grads Owe More, Save More, Share More

BY INÉS PINTO ALICEA

Recent college graduates–those who have completed their studies in the last five years–are saving more money, registering to vote in bigger numbers, and performing community service more often than have previous classes, said a recent report.

"Overall, these students are a pretty responsible group," said Colleen T. O'Brien, managing director at the Institute for Higher Education Policy in Washington, D.C., which prepared the report "Now What? Life after College for Recent Graduates" with the Education Resources Institute in Boston. "The savings issue surprised me because you wouldn't think that savings would be a priority for someone coming out of college."

The report found that 71 percent of the recent graduates said they were saving money for education, retirement, home buying, or other purposes compared to 55 percent of the general population.

Students from the surveyed generation are concerned about stability and security, particularly in the financial arena, because many of them have seen neighbors, friends, and family members laid off from jobs they had held for many years, said Marilyn Mackes, executive director of the National Association of Colleges and Employers, in Bethlehem, Pa.

"They are concerned about their financial security, about whether they will be able to buy a home or have a family the size they would like," said Mackes. "They have serious questions about what they are going to benefit from in the future, like Social Security. They also are very practical. They've grown up with certain advantages, and they want to continue that. For example, many of them had their own phones, televisions, and computers in their rooms."

Most recent graduates, 90 percent, report that they are registered to vote, compared to 68 percent of the general population. These students showed another aspect of their responsible behavior–69 percent reported that they perform some kind of community service. Mackes said the graduates' involvement in the community reflects a trend in society; more and more businesses are encouraging that involvement by their employees.

The report offers a broad overview of the transition from college by examining three key

> ***"The students are finding jobs pretty soon after graduating, and they are in pretty good shape financially because they are getting good salaries."***
>
> COLLEEN T. O'BRIEN, MANAGING DIRECTOR, INSTITUTE FOR HIGHER EDUCATION POLICY

Colleen T. O'Brien, managing director, The Institute for Higher Education Policy

TERI
THE EDUCATION RESOURCES INSTITUTE

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FOR HIGHER EDUCATION POLICY

aspects of postgraduate behavior: employment, further education, and lifestyle. Information on careers includes factors influencing the employment of recent graduates, current and future job market prospects, and the range of compensation they receive. Data are also presented on those graduates who go beyond the bachelor's degree, either at the graduate and professional level, or in other classes and training. Facts about recent graduates' lifestyles include an array of experiences and circumstances, including family status and residence, financial assets, voting and community service participation, and alumni relationships with their undergraduate institutions.

> ***They are looking for more balance in their lives. They are looking for the jobs that are going to provide them with the most flexibility and opportunities for growth. These students feel more loyal to themselves than to the organization."***
>
> MARILYN MACKES, EXECUTIVE DIRECTOR,
>
> NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

Although some of the data in the report had been published elsewhere, no other report has pulled together information from such disparate sources. Information and analyses in the report are drawn from several federal agencies, including the U.S. Department of Education, the Census Bureau, and the Bureau of Labor Statistics. Data from higher education associations, institutions, and other organizations were utilized as well.

"A lot of the data and articles you read about college graduates lump them as a whole," O'Brien said. "We were trying to get a fuller picture....We wanted to know more about what they were doing with their time and money."

The report focuses on those who have graduated from a four-year college within the last five years. Since 1992, nearly seven million students have completed at least a bachelor's degree in the U.S. system of higher education. Five percent are Hispanic.

Trends among degrees earned recently illustrate the changing nature of the job market and of students' interests, the report said. From 1971 to 1994, the percentage of degrees earned in education decreased by more than 50 percent while the numbers of degrees earned in business management, humanities, health sciences, and other technical and professional fields grew. During that same period, degrees in computer and information sciences grew 913 percent.

According to O'Brien, numerous studies have shown that students often enter college with a strong interest in a major that will provide them a high salary, but recent graduates reported that money was not an overriding factor in choosing a job after graduation.

The intellectual nature of their potential job was important to 45 percent of those surveyed. Another 42 percent said that their job choices would depend on whether the work was interesting.

"These students are not necessarily taking the highest-paying jobs," Mackes said. "They are looking for more balance in their lives. They are looking for the jobs that are going to provide them with the most flexibility and opportunities for growth. These students feel more loyal to themselves than to the organization."

Many of the recent graduates reported that when they started to look for a job, they did not rely just on campus recruitment activities and mail distribution of resumes.

"There is an increased use of technology in finding jobs," said O'Brien. "More employers and students are using technology to find out about jobs and about companies and to circulate resumes. That's a trend we will see increasing even though I'm not sure if the hiring rate will increase [through using technology]."

The Collegiate Employment Research Institute (CHERI) at Michigan State University in East Lansing, Mich., surveys businesses, industries, and governmental agencies hiring new college graduates to ascertain trends in hiring, compensation, and placement. According to CHERI, in 1996, 36 percent of the companies surveyed had established Web pages to promote job openings, up from 18 percent in 1995.

O'Brien said that recent graduates were faring well in the job market. Among students who had been out of school one to two years, 87 percent–73 percent full-time and 14 percent part-time–of recent college graduates were employed. Of new hires in 1995-96, 16 percent were minorities, and 41 percent were women.

"The students are finding jobs pretty soon after graduating, and they are in pretty good shape financially because they are getting good salaries," O'Brien said.

Many large businesses had curtailed on-campus recruiting activities in the late 1980s and early 1990s, but the study indicated a resurgence of recruiting activities. Recent college graduates face a good job market, said the study, with employers reporting that they would be hiring 17 percent more graduates from the class of 1997 than from the previous year's class. Indeed, about 40 percent of students who have completed college in the last four years had found their first full-time job prior to leaving college, the report said.

According to the National Association of Colleges and Employers, 70 percent of companies surveyed last year said that they used internship and co-op programs to recruit full-time employees because participants are familiar with the company and have skills that another recruit would need to be taught.

What is critical to many employers is that these students get career-related experience through internships, co-ops, and other methods, said Mackes.

Moreover, average starting salaries for recent graduates are increasing faster than is inflation and are particularly strong for those in the service and manufacturing sectors. Mackes said that 1998 graduates in all disciplines will likely receive salaries that are four to nine percent higher than the salaries offered to graduates last year. But Veronica Tyson, director of career services and placement at Michigan State University in East Lansing, said that the increase in salaries is deceptive because the increases have not kept pace with cost of living expenses.

"A college graduate today does not have the same buying power as a college graduate from 20 years ago," Tyson said.

Projections indicate that those

with bachelor's degrees will experience the fastest job growth and the largest number of job openings. According to the Bureau of Labor Statistics, the number of jobs requiring a bachelor's degree will grow by 27 percent between 1994 and 2005. The fastest growing occupations for bachelor's degree recipients are projected to be systems analyst, computer engineer, computer scientist, physical therapist, residential counselor, occupational therapist, and special education teacher.

> ***The report found graduates to be overwhelmed with debt from student loans, credit cards, car loans, and rent, totaling an average $852 per month per person.***

The report also looked at students who do not seek employment immediately after graduation. About 10 to 12 percent of recent graduates go on immediately to graduate school. Of those who do so, about 41 percent said that they were furthering their education to satisfy job or career requirements or to learn a new occupation. Another 23 percent seek to increase their earning power through additional education, and 19 percent seek general self-improvement.

While the report found some positive trends, it also indicated three disturbing trends among recent graduates. First, it found graduates to be overwhelmed with debt from student loans, credit cards, car loans, and rent, totaling an average $852 per month per person.

"It's taking a big chunk of their salaries and increasingly burdening some recent graduates," said O'Brien.

Secondly, the report indicated that some employers were dissatisfied with the training and skills levels of those who have just graduated from college, feeling they "were not prepared to take leadership roles or able to navigate their way in their new environment."

"In a recent survey, employers said that both technical and non-technical entry-level employees were deficient in basic skills such as thinking abstractly, establishing priorities and setting goals, and using interpersonal skills to handle conflict or criticism," said the report. "Employers were particularly concerned about technical graduates' writing and presentation skills." Included in the technical category were accountants, computer scientists, and engineers.

Tyson said employers tell officials at her university that they want individuals who are confident with technology, have work experience, are self-starters, know how to solve problems, have strong written and oral communication skills, and are team players and capable as well of working independently.

Employers are expecting more from today's graduates, Tyson said. "We have a role in helping students develop the necessary skills."

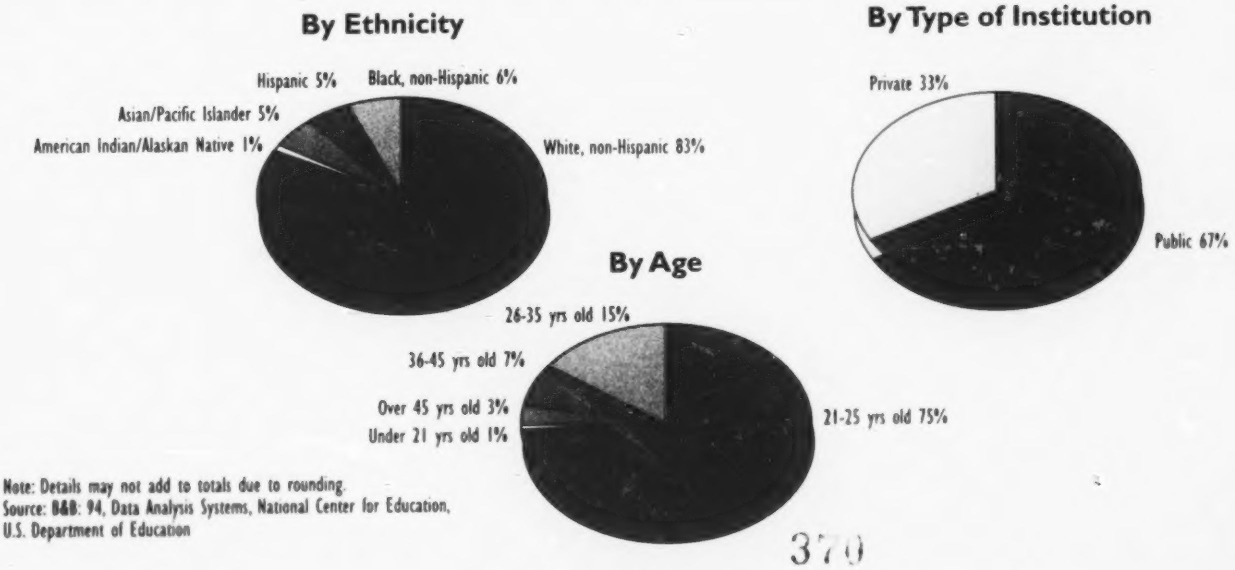
O'Brien said that the reports from employers about recent hires could help universities alter the ways in which students are taught, with more emphasis on interpersonal, writing, and presentation skills.

"They're young. They've got to learn."

Lastly, the report found that a quarter of recent graduates live at home with their parents, potentially adding to the financial burdens of their parents' generation.

"There doesn't seem to be the same desire to leave home that previous graduates have shown," Mackes said.

Recent College Graduates



Note: Details may not add to totals due to rounding.
Source: B&B: 94, Data Analysis Systems, National Center for Education, U.S. Department of Education

The National Physical Science Consortium (NPSC)

Graduate Fellowships for Minorities and Women

BY
GENE BAILEY
ADMINISTRATOR OF
STUDENT RECRUITMENT
OFFICE

> ***Currently there are 39 employer members, 108 Ph.D.-granting university members, and 16 associate university and college members in the Consortium.***

National
Physical
Science
Consortium

Since the 1980s, the U.S. population's greatest increase has been in the groups of Hispanics, Native Americans, African Americans, and Asians. Currently, two-thirds of the overall population and 57 percent of the workforce is female or minority or both. This is where industry and academia will get a majority of their labor pool.

According to the Commission on Professionals in Science and Technology, only 5.2 percent of the doctoral degrees awarded in science and engineering from 1975 to 1991 were given to minorities. Recognizing the problem, Eugene Cota-Robles, University of California assistant vice president of academic affairs, called for a serious effort "to encourage more undergraduate minority and women students to consider preparing themselves for academic careers."

Kerri Blobaum is a Materials Science major at Johns Hopkins University, sponsored by Lawrence Livermore National Laboratory

In 1987, the National Physical Science Consortium (NPSC) was formed to confront this issue. The NPSC's primary goal is to help curb the dramatic drop of minorities and women in graduate physical science curricula and to increase the number of qualified individuals in these groups with graduate degrees in the physical sciences.

The National Science Foundation, Lawrence Livermore National Laboratory, and the United States Department of Energy provided funds to cover the NPSC's operating costs for the first three years. Presently, the NPSC is funded by annual membership fees received from employer members.

The NPSC is an organization of leading universities, national laboratories, and corporations providing scholarly and career paths for underrepresented minorities and women in the physical sciences. Currently there are 39 employer members, 108 Ph.D.-granting university members, and 16 associate university and college members in the Consortium.

The NPSC offers a unique six-year doctoral fellowship program in astronomy, chemistry, computer science, geology, materials science, mathematical sciences, physics, and their subdisciplines. The NPSC fellowship award can be worth up to $200,000, depending on the cost of the university the fellow chooses to attend. The universities participating in the NPSC program provide tuition and fees; corporations and national laboratories provide two summers of employment and pay annual membership fees to cover the students' stipends and the NPSC's operating costs.

Mentoring is provided to students by their university and sponsoring employer.

Support strategies include a variety of services designed to encourage NPSC applicants and NPSC fellows in their graduate careers. The primary support strategy is the NPSC Fellowship. Between 1989 and 1998, the NPSC has awarded 226 fellowships. The breakdown of those 226 fellowships: 53 minority females (23 percent), 62 minority males (27 percent), 9 Asian females (4 percent), and 102 white females (45 percent). Hispanic fellows comprise 15 percent (35 fellows) of the NPSC program. This is further broken down to 14 Hispanic females (6 percent) and 21 Hispanic males (9 percent).

The NPSC is specifically attuned to the support, mentoring, and success of minority students. The entire program is dedicated to understanding ethnic heritage and cultures and, in turn, to applying the means necessary to ensure that the various fellows in our program receive the support, mentoring, and guidance needed for their success in a graduate program. This is reflected in the fact that the program has a 92 percent retention rate and, to date, 28 fellows who have completed their Ph.D.s, including 6 Hispanics (21 percent), 1 Native American (3.5 percent), 3 African Americans (11 percent), 1 Asian female (3.5 percent), and 17 white females (61 percent). In 1998, NPSC anticipates another 36 fellows to graduate with their Ph.D.s.

To find out more about the National Physical Science Consortium (NPSC), you should review the NPSC Web page at <http://www.nmsu.edu/~npsc> and/or call the NPSC Student Recruitment Office at (800) 952-4118 or (505)646-6038, or email to <npsc@nmsu.edu>.

HO

Tina Johnson is a Metereology major at Florida State University sponsored by NASA-Goddard Space Center.

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The Honor Roll

University of San Francisco

Jesuit Tradition Thriving

BY ROGER DEITZ

Established in 1855, the University of San Francisco (USF) has grown to become one of the premier private universities in California. Through its nearly century-and-a-half history, USF remained faithful to its Jesuit mission of preparing young men and women to become leaders in service to others. Today, the school affirms its adherence to "the highest standard of learning and scholarship in the American, Catholic, Jesuit tradition," and to providing academic programs that "offer the intellectual traditions and tools to understand the past, clarify the present, and anticipate the future."

For taking the traditional, rigorous academic programs of the Catholic Jesuit tradition and applying that tradition to the demands of the modern world, ***The Hispanic Outlook*** salutes The University of San Francisco as its Honor Roll pick. Add to the mix a diverse student body and the unbeatable location of San Francisco, and you have a school that is a distinctive, dynamic "learning community" ready for the 21st century.

In its vision statement, the university commits to blending the old with the new, the traditional with the innovative, and recognizes further that "university education occurs both inside and outside the classroom." Diversity is also an essential element in the school's formula for serving learners.

The Rev. John P. Schlegel, S.J., president, affirms the school's commitment to diversity: "For me and for USF, the quest to build an inclusive community is fundamentally connected to our mission, values, and purpose. We strive for diversity not because the administration thinks it is a good idea, but rather because we recognize [that] having diverse ideas, opinions, and systems of operations is beneficial for all of USF."

In addition to the main campus USF has established many regional campuses and two satellite learning centers.

The school–San Francisco's first institution of higher learning–was established by the Jesuit Fathers in October 1855. The original college, then known as St. Ignatius Academy, was completely housed in a small

Father John P. Schlegel, S.J. president, University of San Francisco

Honor Roll Facts in Brief

INSTITUTION:
University of San Francisco

LOCATION:
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-2303

ESTABLISHED:
1855

ENROLLMENT:
7,803

DEGREE OFFERINGS:
Doctorate (including Juris Doctor)
Master's
Bachelor's

ANNUAL TUITION:
$15,850 per year

NUMBER OF FACULTY:
295 full-time
571 part-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Communication
Exercise and Sport Science
Politics
Theology and Religious Studies
Asia Pacific Liberal Studies
Environmental Management

INTERNET (Website) ADDRESS:
http://www.usfca.edu

frame building, 75 feet long and 35 feet wide, that stood on what is now the site of one of San Francisco's largest department stores. The Academy opened its doors as a "Jesuit college for the youth of the city" under the guidance of Father Anthony Maraschi, S.J., founder and first president. Four years later, on April 30, 1859, the State of California issued a charter to "Saint Ignatius College," empowering the school to confer degrees "with such literary honors as are granted by any university in the United States." Back then, students took courses in Greek, Spanish, Latin, English, French, algebra, and arithmetic.

By the time a new building was constructed on the same site in 1862, the catalog stated the purpose of the college to be the "giving of a thorough classical, mathematical, and philosophical education." In June of 1863, the first bachelor of arts degree was conferred, and by 1880, the College moved to new buildings that had been erected in a location that today houses the Louise M. Davies Symphony Hall. Alas, 26 years later, the 1906 San Francisco fire and earthquake destroyed the institution, its laboratories, libraries, and art treasures. But within a year, the institution relocated to temporary headquarters and was back in operation.

In 1909, the Ignatian Heights property was acquired at Fulton and Parker Avenues, the current location of the University campus, with development of the campus beginning in 1914 and the College taking residence there in 1927. Other highlights from the school's history include the establishment of a School of Law in 1912, the Graduate Division in 1949, the School of Nursing in 1954, and the Institute of Chemical Biology in 1961. The school became co-educational in all academic divisions in 1964.

In addition to the main campus, USF has established many regional campuses and two satellite learning centers to serve learners in Northern, Central, and Southern California. These are The Lone Mountain Campus in San Francisco, Oakland Satellite Center in Oakland, North Bay Regional Campus in Santa Rosa, San Ramon Regional Campus in San Ramon, South Bay Regional Campus in Cupertino, Central Valley Regional Campus in Sacramento, Stockton Satellite Center in Stockton, and Southern California Regional Campus in Orange. These regional campuses provide classroom facilities for working professional adult students in the College of Professional Studies, the School of Education, and the College of Arts and Sciences.

Of the total undergraduate enrollment of 3,572, nearly 24 percent are Asian, and 4 percent are African Americans. Hispanics make up more than 10 percent of the total undergraduate class and closer to 14 percent of the first-year class. There are 106 Hispanic graduate students and 47 Hispanic law students studying at USF. There are 431 full- and part-time faculty in the College of Arts and Sciences, McLaren School of Business, and the School of Nursing. As a result, the school boasts a student-faculty ratio of 17:1 and an average class size as small as 20 in major and elective sections. The percentage of faculty with a Ph.D. or equivalent degree is 91 percent.

USF's McLaren School of Business is ranked as one of the nation's leading international business schools. The present sophisticated business programs evolved from a four-year evening certificate established in 1924. The first B.S. degree in business was awarded in 1935, and McLaren is now one of only 280 business schools out of 1,400 nationwide that is accredited at both the undergraduate and graduate levels by the American Assembly of Collegiate Schools of Business.

Many unique and innovative graduate programs are offered to students at USF. A master of science degree can be earned in Environmental Management, an essential new field created to meet the needs of industry, government, and private consulting. The program is now 17 years old and was one of the first of its kind. Another innovative graduate program, established in 1988, is the master of arts in Asia Pacific Liberal Studies, which is supported by the USF Center for the Pacific Rim. The center administers graduate and undergraduate interdisciplinary Pacific Rim Studies programs and presents international conferences, special lectures, seminars, and outreach activities for the San Francisco Bay Area community.

The big news (just unveiled for us at *Hispanic Outlook*) is the establishment of the Center for Latino Studies in the Americas (CELASA), which will reside in the College of Arts and Sciences at the University of San Francisco. The center's overall aim will be to contribute to the understanding of Latino communities in the United States and throughout Latin America and to promote scholarly communication across national boundaries. In particular, the Center will foster interdisciplinary analysis of the social, political, cultural, and educational realities of Hispanics in the United States and of Latin America.

Dr. Gerardo Marín will serve as executive director of CELASA, assuming that responsibility in addition to his role as associate dean in the College of Arts and Sciences.

"The University has continuously expressed its desire to reflect San Francisco's cultural diversity through its mission statement," says Dr. Marín. "Because one out of every four Californians is a Latino, the Center will allow USF to contribute to the understanding of a significant proportion of the state's population. In addition, CELASA supports the significant historical roots of the Jesuits with Latinos in Latin America."

The Charles & Nancy Geschke Learning Resource Center at USF's Gleeson Library was dedicated in October 1997. The center's glass atrium was named for the Rev. William Monihan, S.J., the late director [illegible]

Minorities and MBAs

Corporate and Academic Worlds Working Together

Consortium For
Graduate Study
In Management
Fellowships For Talented Minorities

An MBA from the right school can be a powerful advancement tool for talented and aggressive individuals. The Consortium for Graduate Study in Management, founded in 1966, is a nonprofit group of 11 graduate business schools dedicated to providing management education opportunities to Hispanic Americans, African Americans, and Native Americans seeking business careers.

Its member universities are impressive individually and as a whole. They are the University of California at Berkeley, Indiana University, University of Michigan, New York University, University of North Carolina, University of Rochester, University of Southern California, University of Texas at Austin, University of Virginia, Washington University (St.Louis, Mo.), and the University of Wisconsin.

Geographically and philosophically diverse, these large and small, public and private institutions boast some of the nation's top business education programs.

With support from American corporations and foundations, the consortium provides merit-based full-tuition scholarships to enable its fellows to enroll in MBA programs at its member universities.

Citibank is one of the lead sponsors with a contribution of $80,000, followed by contributions from General Mills Foundation, Ford Motor Company, Chase Manhattan Bank, Xerox Corporation, Hewlett Packard Company, Procter & Gamble, and General Motors Corporation.

Once admitted to a member

More than 70 percent of the 2,500 alumni are currently employed at Fortune 500 companies, and about 85 percent are hired by companies that support the program.

Dr Phylis Buford, CEO, Consortium for Graduate Study university, consortium applicants are eligible to win fellowships that cover full tuition and required fees for more than two years of full-time master's degree study at that university. During the 1995-96 school year, more than 350 consortium fellowship winners received approximately $5 million in scholarship aid.

These fellowships are funded in part by the more than 150 leading U.S. corporations that serve as consortium sponsors.

All fellowship recipients attend a three-day orientation program in June prior to beginning graduate study.

The Corporate Connection

Employers are said to recognize the consortium as an excellent source of highly skilled MBAs. Consortium fellows' resumes are entered into a database available to all corporate sponsors, who include 159 of the nation's largest companies. Also, each member university maintains a placement office. Recruiters from consortium corporate sponsors and other major companies regularly visit the member-school campuses to interview for summer and career positions.

While consortium fellows are not required to work for sponsoring companies at any time, many choose to do so:

- More than 90 percent of consortium graduates start their careers with consortium sponsors.
- Approximately 85 percent of all consortium alumni are employed by former or current sponsors.
- Roughly 95 percent of consortium fellows have worked for a sponsoring company at some point in their careers.

Since its inception, the consortium has increased the number of fellowships ninefold–from 20 to more than 180 annually. Today there are more than 2,400 consortium alumni, holding a broad range of public- and private-sector jobs. Many have moved into management positions in major U.S. corporations, some have become entrepreneurs, others have obtained law degrees, and still others have gone on to earn doctoral degrees and teach in business schools.

Consortium alumna Mayra L. Lugo, senior financial analyst, Kraft Foods, Inc.

Annual starting salaries for consortium MBA graduates range from $35,000 to $90,000, with an average salary of $66,760.

Last year, the consortium admitted more than 500 minority MBA students to its member-school programs. Thanks to contributions from American corporations, foundations, alumni, and the member schools, nearly 300 of these qualified individuals were offered consortium fellowships. Of those offered, 190 were accepted. An additional 163 applicants not awarded fellowships enrolled in member schools via other financial aid options.

In the last three years, the consortium has received an average of 1,000 applications annually for its fellowship program. Of these, approximately 500 applicants were admitted to at least one consortium-member school each year. The average number of fellowships awarded is 250, of which 180 are accepted.

Success Stories

One of the consortium's proven strengths is the success of many of its selected participants as they've moved on to careers in the managerial ranks of American business. Three alumni are described.

Lourdes Pérez-Berkely, a consortium MBA graduate at USC in 1989, worked as a CPA for Deloitte & Touche for three years before deciding to pursue an MBA. Between her first and second years of MBA study, she held an internship at Salomon Brothers, a sponsor of the consortium program. There she gained valuable functional experience in finance, her MBA concentration. After graduating the following summer, Pérez-Berkely chose Salomon again, and is currently a vice president in the capital markets operation.

Rosanna García is the current vice president of marketing for SNA Innovation, where she develops programs for consumer telephone products. She also acts as project manager, coordinating design and market introduction of new products, as well as account manager to the Regional Bell Operating Companies. Prior to working for SNA, García used an engineering degree and her Simon School MBA to found Rummel Engineering, Inc., where she was president for five years before selling the company.

> ***Annual starting salaries for consortium MBA graduates range from $35,000 to $90,000, with an average salary of $66,760.***

She is an MBA consortium graduate of the William E. Simon Graduate School of Business Administration at the University of Rochester, 1988.

Estrella Hernández chose to pursue an MBA at the University of Michigan after spending four years in the financial services industry. She was a consortium graduate in 1992, and after graduation, joined Arthur D. Little, Inc. (ADL), as a consultant. She was promoted to manager after two years. During her time at ADL, Hernández worked on or managed projects in the United States and Latin America related to strategy, organization, business process redesign, and other functional areas in a variety of industries. In 1996, she was brought on at BlueCross/BlueShield of Massachusetts to work in the internal consulting area, where she is currently applying the many consulting skills she developed as an MBA, while being more involved with implementation as well.

The experience and success of consortium program graduates in corporate America demonstrates the talent and potential of the program's participants as well as the capacity of the program to motivate promising students from all backgrounds to develop successful careers in various aspects of business.

"Today's business place has a critical need–and poses the most significant challenges–for qualified minority business managers," says Dr. Phyllis Scott Buford, Consortium CEO. "The Consortium seeks to help both sides of the diversity equation–the minorities most likely to achieve success and the companies whose survival depends on that success."

During the past 30 years, the consortium has graduated more than 2,500 Hispanic Americans, African Americans, and Native Americans. More than 70 percent of alumni are currently employed at Fortune 500 companies, and about 85 percent are hired by companies that support the program.

The Consortium for Graduate Study in Management, founded in 1966, is a nonprofit group of 11 graduate business schools dedicated to providing management education opportunities to Hispanic Americans, African Americans, and Native Americans seeking business careers.

ALUMNI EMPLOYMENT BY INDUSTRY

Industrials	55%
Diversified service firms	14%
Diversified financial firms	10%
Commercial banks	8%
Public accounting firms	8%
Transportation	2%
Utilities	1%
Education/Nonprofit	1%
Government/Entrepreneurship	1%

THE FELLOWS

Fellows hold undergraduate degrees in more than 56 major fields of study. Some other facts about them:

Demographics

Male	61%
Female	39%
Hispanic	41%
African American	59%
Average Age	26.6 years
Range of Ages	19-45 years

Full-time work experience

Employed for at least one year	97%
Summer employment only	3%
Average work experience	4.1 years

Geographic distribution (by home state)

Northeast	34%
Southeast (incl. Puerto Rico)	23%
North Central	19%
West	13%
Midwest	10%
Northwest (incl. Alaska)	1%

Undergraduate majors

Business	54%
Science/Technical	29%
Other	17%

Academic achievements

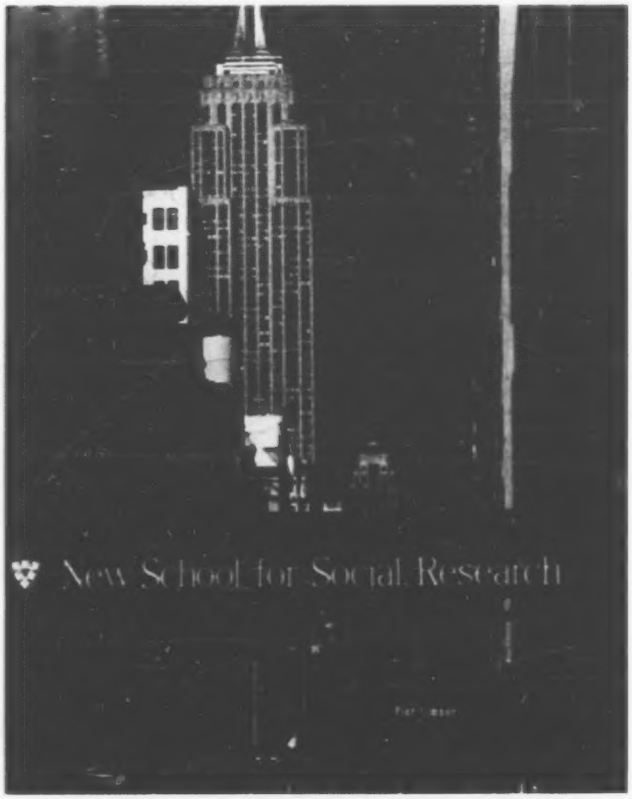
Average undergraduate GPA	2.94/4.00
Middle 80% students' GPAs	2.6-3.6
Average GMAT	577
Middle 80% students' GMATs	530-640

New Urban Policy PH.D. Offered at The New School

Interdisciplinary doctorate debuts in fall 1998 semester

BY ADALYN HIXSON

"If public policy in the United States is going to reflect and be accountable to the country's increasing social diversity and heightened concerns about justice and inequality," says Robert Beauregard, "we need to train people from diverse backgrounds and develop their sensitivity to these concerns. This is what the Ph.D. program aims to do."



The New School's new program is designed to develop trained specialists with expertise in urban public policy.

"Our ideal class would be diverse in racial/ethnic and gender composition and include a mix of people at the beginning and middle of their careers."

DR. ROBERT BEAUREGARD, PH.D., PROGRAM DIRECTOR

The Ph.D. program noted is a new one in Public and Urban Policy being launched in the fall of 1998 by the Milano Graduate School of the Manhattan-based New School for Social Research. Dr. Beauregard will direct the program. *HO* asked him who should apply.

"We prefer individuals who have already earned a master's degree and who have employment experience in the field. Their master's degree can be in a discipline or in public policy or business or public administration–all related fields."

The Robert J. Milano School of Management and Urban Policy, in announcing the new program, calls it a new and distinctive multi-disciplinary program designed to develop highly trained specialists with expertise in urban public policy, particularly those groups such as Latinos and African Americans who are largely underrepresented in academic institutions and in the higher levels of public policy professional fields.

Public policy issues of New York City, such as health care, economic development, employment and training, social policy, and housing and community development, will be stressed.

"We at the Milano Graduate School," says Dean Jack Krauskopf, "are excited about our new commitment to educating a diverse cadre of doctoral students to fill important professional analytic jobs in all sectors of the economy, as well as in academic positions." According to advance publicity about the Ph.D. program, it proposes to provide students with "a deep theoretical and institutional understanding of contemporary urban problems and [with] the technical skills necessary to both design and carry out scholarly research and [to] design and manage public policy."

The doctoral program will emphasize the social, political, and philosophical dimensions of policy analysis. Particular attention will be paid to the socially responsible and equitable outcomes that are fundamental to good public policy decision-making.

HO asked Dr. Beauregard to describe his "dream candidate" for the new Ph.D. program.

"Our 'dream candidate' would be an intelligent, committed, enthusiastic individual who is committed to developing policy initiatives that address urban issues effectively, compassionately, and justly. Our ideal class would be diverse in racial/ethnic and gender composition and include a mix of people at the beginning and middle of their careers," he said.

"For our first year, we have a good number of applications from very good candidates and are competing with some of the top schools in the country for students."

The Milano Graduate School considers one of its major strengths to be the diversity of its faculty, students, and administrators. Students come from across the United States and a number of foreign countries and reflect New York City's multi-faceted population. Latinos, Latinas, African Americans, and Asian Americans make up more than one-third of the student body. More than half of the students are women. Many faculty and senior administrators also are minority group members and women.

> ***"We at the Milano Graduate School, are excited about our new commitment to educating a diverse cadre of doctoral students to fill important professional analytic jobs in all sectors of the economy, as well as in academic positions."***
>
> DEAN JACK KRAUSKOPF

James A. Krauskopf, dean, Robert J. Milano Graduate School of Management and Urban Policy

Asked about scholarships, Beauregard responded, "We have financial aid available for about three-fourths of the class.

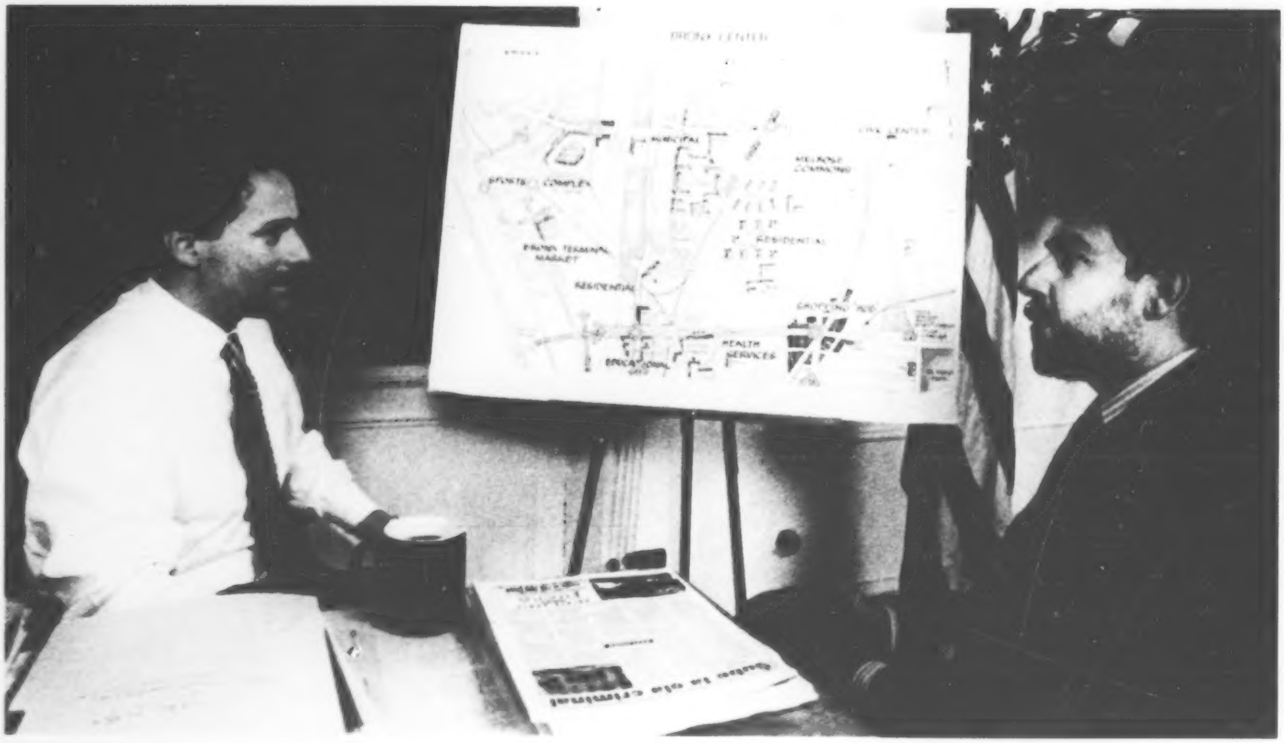
"One of the ways that we hope to recruit minority candidates is through the kinds of research that go on in the Milano Graduate School. Dr. Hector Cordero-Guzmán and Dr. Edwin Meléndez (recently hired to be the director of our Community Development Research Center) are both nationally recognized Hispanic scholars working in the areas of workforce development, labor market intermediaries, and immigration."

"Dr. Bennett Harrison is world-renowned for his work on workforce development, national economies, and race and inequality. Dr. Dennis Derryck forges our ties to minority communities within New York City as he focuses on small business development and economic development. But I won't go through the whole faculty.

"Dr. Bryna Sanger's work is generally in the area of social policy. Currently, she is preparing a book on public management responses to epidemics."

Advance publicity for the new program mentioned its faculty expertise in transnational communities. *HO* asked Dr. Beauregard for a definition. "Transnational communities are groups who migrate between countries, sometimes engaging in circular migration in which they don't settle but move back and forth between their 'home' country and the country to which they migrated."

Carefully planned relationships with both the New School's Graduate Faculty of Political and Social Science and with major policy research organizations in the New York City region are expected to be an important element of the program.



Milano Graduate School alumnus Mark Wenrib discusses proposed developments for the Bronx community with Fernando Ferrer, Bronx borough president.

"We will rely heavily on the Graduate Faculty here at the New School," said Beauregard. It consists of disciplinary programs in economics, sociology, political science, feminist studies, and so on, and has many outstanding faculty."

The curriculum will be organized around a public policy core offered within the Milano Graduate School and a broad range of electives offered by the university's two graduate divisions.

Hector R. Cordero-Guzmán, assistant professor, Robert J. Milano Graduate School of Management and Urban Policy

The Ph.D. program has three main components: (1) 50 credits of course work, with at least three courses in the student's field of concentration and two in a cognate field, the student's "outside field," (2) qualifying examinations, and (3) the dissertation. Enrollees also have to complete a non-credit research seminar and a non-credit summer policy workshop.

When the course work is complete, the student takes the qualifying examinations. Successful passage of those makes the student eligible to produce and defend a dissertation proposal.

The school's graduate specialties in urban policy, nonprofit management, and social policy were named among the top 10 nationwide in the latest *U. S. News & World Report* ranking of public affairs programs.

New School for Social Research

The New School for Social Research was founded in 1919 when some of the period's most influential thinkers, including John Dewey, Thorstein Veblen, and Charles Beard, collaborated with Herbert Croly of the New Republic to create a forum–a new school–where men and women could study and debate controversial issues of the day. Since then, the New School has continued to be a pioneer in education.

Old Values Gain New Respect

DEL MAR COLLEGE

Research Leads to New Theory on Child Development

BY RACHEL PERKES

Irma Woods moved away from her comfortable middle-class neighborhood and spent six months in a simple wooden house across from a housing project to observe a way of life she had long left behind.

Because of her field observations, the assistant professor at Del Mar College not only earned a doctorate in early childhood education from the University of Texas at Austin but is cultivating a new theory on child development.

"My goal was to find out how culture influences child development. I figured the best way was to live among the people I was studying," comments Dr. Woods.

For her doctoral research, Dr. Woods studied 20 children and their families in three different contexts: the classroom, the home, and the neighborhood. She had two criteria: the childcare program had to be in or close to a housing project, and the majority of the children had to be Mexican American.

As a trained ethnographer, she conducted qualitative research, writing exhaustive daily field notes. She immersed herself in the routine life of the people in the lower-income neighborhood. She volunteered at the Head Start Center, visited the churches, went to rallies, shopped at the corner grocery store, washed her laundry in the laundromat, attended backyard barbecues, rode the bus, and ate in the neighborhood restaurants. She also continued to teach full time at Del Mar.

The families, who knew that Dr. Woods was conducting graduate research, were taken aback that she was studying them. As she explains, most ethnographers go to exotic locations to study indigenous peoples whereas she just went "down the street," so to speak. "Why are you studying us? What can we teach you?" they asked. And I answered them. "Every neighborhood has a story to tell, and I want to tell yours."

> ***"I thought I knew a lot about my own culture, but it surprised me how much I had forgotten. In essence, I rediscovered my roots.... The values I grew up with as a poor Spanish-speaking child in Corpus Christi were reaffirmed during my research," notes Dr. Woods.***

Irma C. Woods, Ph.D., Del Mar College

Her six months of research uncovered five important cultural influences on child development–space, nicknames, food, celebration, and respect–which she asserts have major implications for early childhood educators.

She explains, "I looked at cultural aspects that addressed values, not just visible characteristics such as clothing, food, and music. I looked at the deeper meanings."

Findings

This is what Dr. Woods discovered.

First, space at home is different from that of the typical classroom, where space is defined. "In the apartments, space is limited and therefore flexible. The outdoors is an extension of the indoors. Families even move furniture outdoors when friends come over. So, when a child who comes from this kind of home environment moves a chair or sits in a different spot in the classroom, it's natural behavior. Teachers, on the other hand, might say that the child doesn't listen or pay attention."

That nicknames are common in homes and neighborhoods is Dr. Wood's second discovery. This contradicts the accepted early childhood development notion that using proper names builds identity and self-worth. "I found that nicknames, or ***nombres de cariño***, were used constantly. Like ***mija, mijo, mama, papa***. They help establish relationships in the community and reflect caring and nurturing." Then, is it always inappropriate to use nicknames in early childhood education? "No, sometimes it's very appropriate."

Third, food is used for nourishment rather than play. "Parents had a difficult time when their children brought home objects they had made in class with food, like using cereal to make necklaces and gluing noodles, beans or rice on paper to create pictures. They saw it as wasteful. Those foods might seem cheap to the teachers, but to the families, it represented a meal and hard earned money." The implication, then, for early childhood practitioners is to consider the family's values about food when planning play activities.

A fourth discovery was that celebrations, particularly birthday parties, are not just about the child and family. Instead, they reflect the support of the whole community. "Birthdays affirm the network for the child in the community. Parties are a joint effort; everyone pitches in, with no time limits. They are about visiting and congregating rather than gift-giving and playing host to guests." Early childhood teachers should be aware of this difference when celebrating birthdays in the classroom.

Fifth, respect is shown by following specific rules of addressing people in the home and neighborhood. These rules don't necessarily lend themselves to the classroom setting. "The elderly and educated are held in high regard and bestowed titles such as *don, doña, señor, señora, profesor, profesora, maestro, maestra*. It's important to parents that adults be addressed formally." So when children say "miss" or "teacher" in the classroom, they are showing respect, although teachers might interpret the salutations as disrespectful.

Dr. Woods concludes that the above five cultural differences significantly affect development of children's social skills and can cause discontinuity in formal educational settings.

"The early childhood development theories that are currently used were created by European males and don't take into account cultural context. I think we need another perspective. I would like to develop a cultural context theory. Often, children from minority backgrounds are labeled by mainstream society as 'culturally disadvantaged' or 'culturally-deprived.' I say these children are not deficient, but different. I believe early childhood practitioners should affirm these differences, value them, and build upon them. I think that we, as practitioners, should ask, 'What do these children already know when they come into our classroom?'"

> ***"Parents had a difficult time when their children brought home objects they had made in class with food, like using cereal to make necklaces and gluing noodles, beans or rice on paper to create pictures. They saw it as wasteful. Those foods might seem cheap to the teachers, but to the families, it represented a meal and hard-earned money."***

Dr. Woods plans to continue her research to see if the patterns she found in South Texas are consistent throughout the United States. She hopes to publish the findings from her 350-page doctoral thesis, which is entitled, Rethinking Froebel's *Kindergarten Metaphor: A Study of Culture and Development*. By creating awareness, she hopes that early childhood educators will reflect on their teaching styles. Ultimately, she wants to bring about changes in the ways that society develops children.

"I thought I knew a lot about my own culture, but it surprised me how much I had forgotten. In essence, I rediscovered my roots. I have tremendous respect for the families I studied. They want what all parents want–a good life for their children. I learned to live a simple life. I saw honesty, sincerity, hard work, sharing, and looking out for one another. The values I grew up with as a poor Spanish-speaking child in Corpus Christi were reaffirmed during my research," notes Dr. Woods.

It was difficult for Dr. Woods to make the transition back to her middle-class environment. "I looked around my house and saw too much space. I noticed that neighbors don't know each other, doors are closed because of air conditioning, children play inside, and people keep to themselves," she comments.

On her last day, as she was packing boxes into her car, a little boy ran up to her and asked her if she was leaving. "He asked, 'Señora Woods, are you coming back?' and I got a lump in my throat. I told him maybe someday. As I stood watching him in my rearview mirror waving goodbye, I felt I could never totally leave again."

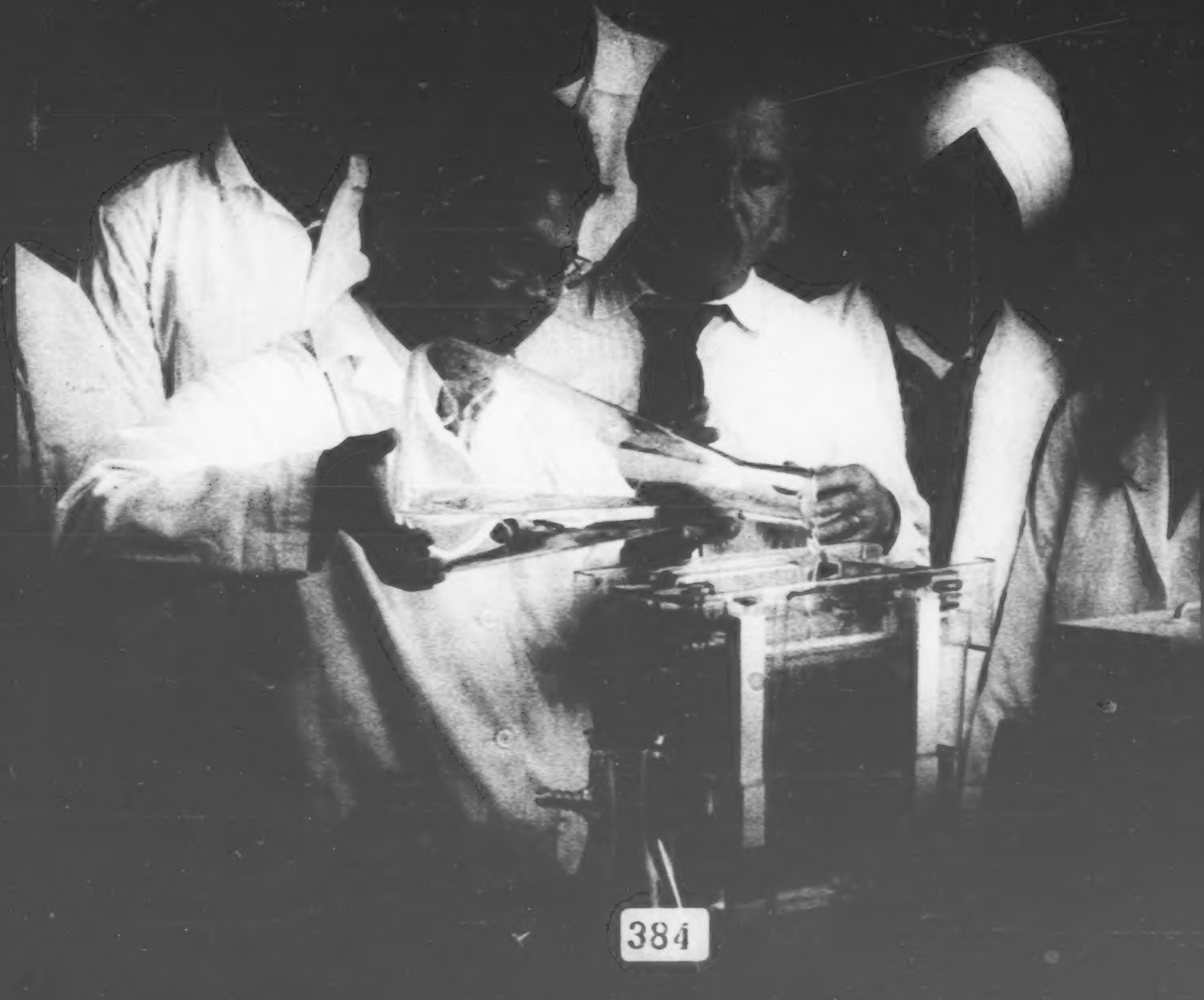
This story was contributed by Rachel Perkes, Office of College Relations, Del Mar College.

La Caridad Health Clinic National Hispanic Medical Association STAN, The Perfect Patient

MAY 22, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 19

THE HISPANIC Outlook IN HIGHER EDUCATION

EXAMINING HEALTH CAREERS FOR HISPANICS



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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1998 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies–prepay $3.75

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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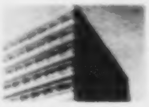

Serving the densely and diversely populated state of New Jersey, UMDNJ includes the only Hispanic Center of Excellence on the East Coast.

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Cover Photo: Courtesy of California State University-Northridge

Hispanic Health Realities: Poor Access, Poor Service, Poor Information

BY GUSTAVO A. MELLANDER

An ongoing racial and ethnic healthcare gap exists among Americans of all ages. Disparities abound in infant mortality, diabetes, heart disease, and immunization. Hispanics do not fare well, nearly from the start. Infant mortality among Hispanics is higher than the national norm. Diabetes among Hispanics occurs at twice the national average. Overall cancer deaths are disproportionately higher among Hispanics, as is alcohol addiction.

There is in Washington, D.C., an organization committed to improving the health and well-being of Hispanics. It centers specifically on health, mental health, and human services needs of Hispanics. The National Coalition of Hispanic Health and Human Services Organizations, pursues its mission by working with community-based organizations, universities, foundations and corporations, and a variety of government agencies. (These can be reached by telephone at (202) 387-5000 or by e-mail at <info@cossmho.org>.)

Dr. Jane Delgado, president and chief executive officer, told *Hispanic Outlook* that the three major problems faced by Hispanics are:

1) Poor access to the healthcare system. Many Hispanics are simply not covered, and thus many cannot receive the help they need.

2) Poor service. Even for those Hispanics who gain access to the healthcare system, many still suffer because the quality of the service they receive is not comparable to that received by other groups.

3) Lastly, Hispanics are afforded fewer opportunities to acquire disease prevention and health-enhancement information. They therefore suffer disproportionately because they do not receive enough useful consumer information.

Health and Educational Attainment

Children and even adolescents fail in school and in college for many reasons. Family circumstances, poor motivation, poverty, and the inability to overcome very difficult societal realities would be on the lists of most scholars who study the issue. Another one would be the condition of students' health.

Their present health condition and their access to quality health care are important variables affecting how students perform academically.

The unspoken tragedy of children in this country is how many of them suffer poor health and are totally unable to secure quality health care. Marian Wright Edelman and The Children's Defense Fund have been at the forefront of this issue for years. It is surprising that in a wealthy nation, so many children suffer poor health and that our society has not devised a working method to correct the disparity.

A Presidential Directive

President Clinton has said, "It shouldn't take a miracle to ensure that all children get the care and insurance they need to stay healthy. America's healthcare system is the finest in the world. But for millions of hard-working families, affording even the most basic health insurance has been nearly impossible. At the same time, millions of families who are already eligible still do not know that they qualify for Medicaid."

With that as a preamble, Clinton has encouraged major state coverage expansions under the Children's Health Insurance Program (CHIP). States are encouraged to take advantage of a set of public/private initiatives designed to enroll the millions of uninsured children who are eligible for but not enrolled in Medicaid.

More than 10 million children in America are uninsured. Nearly 90 percent of these children have parents who work but do not have access to or cannot afford health insurance. Over three million of these uninsured children are already eligible for Medicaid. But many of their parents don't know it.

Donna Shalala, Secretary of Health and Human Services (HHS), is chairing a federal taskforce to examine existing federal health programs to root out policies and procedures that permit racial and ethnic disparities.

She told *Hispanic Outlook*, "What happened in the past is that when we set health goals, we had one set of goals for the racial and ethnic communities in the United States and another set of goals for the rest of the country. We're going to end those disparities and, in fact, have one set of goals."

Colorado and South Carolina recently joined Alabama as the first states to enter the children's health program. Other states are well on their way to expanding coverage so that more uninsured children can be covered. Currently, 14 states have submitted plans to HHS for approval, and another 18 states have active working groups to address the issue.

The President's FY 1999 budget seeks $900 million over five years for children's health outreach programs, including the use of schools and childcare centers to enroll children in Medicaid. It also expands the use of a federally financed administrative fund so that it can underwrite the costs for all uninsured children–not just the limited population allowed under current legislation.

Private Sector Commitment

To complement the public outreach effort, the private sector has announced new steps to help ensure that all children who are eligible for health insurance receive it. They include: a new toll-free number that directs families around the nation to their state enrollment centers; more than $23 million in commitments from private foundations across the country; and new initiatives from corporate and advocacy organizations to reach out to uninsured children.

Dr. Mellander teaches at George Mason University.

HARVARD MEDICAL SCHOOL

Language: The Lifesaving Grace

Harvard Medical School Improves Bilingual Training

BY INÉS PINTO ALICEA

A young orphan with a high fever and red rash over his legs was rushed into a clinic in San Bartolome, Guatemala. The only person at the clinic at the time was a 23-year-old Harvard Medical School student from Minnesota spending a month there improving her Spanish.

Within minutes, the first-year medical student, Shannon Heitritter, used her newly learned language to call a doctor and determine that she had to rush the boy to a hospital to save his life.

To Heitritter, that moment last August was very satisfying because she had been able to use Spanish to help someone. "You just focus on communicating," said Heitritter, who admitted that even though she had only been through one year of medical school and did not know the specific name of the child's ailment, she knew that it was serious.

"It was really neat to be able to help."

Heitritter took Spanish for a few years in high school, but it was not until she underwent a unique program at Harvard Medical School designed to give students a strong background in conversational and medical Spanish that she began to feel fluent. The program was launched in 1995 by the medical school to make first-year medical school students fairly fluent in Spanish through four weeks of language classes and a month of community service, which enhances what they learned in the classroom.

"You get intensive integration of Spanish and medicine [in the program]," said Heitritter. "It's uniquely geared to help you as a doctor to talk to your patients."

Audrey Bernfield, director of

The program was launched in 1995 by the medical school to make first-year medical school students fairly fluent in Spanish through four weeks of language classes and a month of community service, which enhances what they learned in the classroom.

MEC Atrium, Harvard Medical School

Harvard Medical School

Many of the participants go to other parts of the country or overseas to countries such as El Salvador and Mexico to fulfill their community service requirement.

enrichment programs at Harvard Medical School, said she decided to start the program because there was a need for Spanish-speaking physicians. She knew she had a captive audience; many of the students wanted to travel and work overseas, and she knew that offering them a month of free intensive Spanish training, along with a small stipend for their efforts, would both improve their chances of fulfilling their dreams and increase the number of Spanish-speaking physicians. First-year students at the medical school generally conduct research that summer, she said.

"Even though they can't do much in the first year clinically, they can make significant contributions," said Bernfield. "We also wanted to give them tools they could use later on, once they got clinical experience."

Students who participate in the program attend Spanish classes from 9 a.m. to 4 p.m. daily for four weeks. The classes consist of medical role-playing; oral conversations with native Spanish-speakers from the community, whose accents are varied; listening to Spanish songs and poems, watching movies in Spanish, and discussing case studies in Spanish with Spanish-speaking doctors and medical students; and other activities.

"By noon of the first day, they are speaking somewhat," said Bernfield. "Some of the students said it was the hardest work they've ever done."

In the first year of the program, the 18 students who participated in the Spanish class performed community service in the Boston area. Some of them developed a Spanish video on AIDS. Some conducted Spanish workshops for people ill with diabetes and other diseases. Some translated documents for clinics and health organizations. The most recent Spanish class included nearly 40 students.

"At the end of the summer, we talked to the sponsors [who offered the community service positions] and to the students, and it was uniformly successful," said Bernfield.

Today, many of the participants, like Heitritter, go to other parts of the country or overseas to countries such as El Salvador and Mexico to fulfill their community service requirement. After that stint is completed, the students are required to submit a report about

"Your eyes just open up entirely to another community. It's had a major impact on my life and my attitude towards medicine."

JESSICA FENOGLIO, 26-YEAR-OLD HARVARD MEDICAL STUDENT

their experience, she added.

"It's a tremendous growth situation for students," Bernfield said. "And we have a huge cadre of Spanish-speaking physicians."

Heitritter said she is doing volunteer work as a translator for a hospital in order to maintain the Spanish she has learned. A classmate of hers, Huy Nguyen, who also participated in the Spanish class, is volunteering at a local clinic with a large Hispanic patient population. The 24-year-old Nguyen conducted his community service at the South Jamaica Plain Health Center in Boston. He helped with conducting medical interviews and talking with patients. He said he wanted to pick a place in the section of town where he lived so he could help the people in his home community. Like Heitritter, Nguyen had taken Spanish in high school but did not feel comfortable speaking it until he finished the Harvard program.

"The hardest part at first was getting used to the speed," said Nguyen, referring to the native speakers' rate of speech, a frequent obstacle for the newly initiated. He added that the class covered cultural differences as well, and that this aspect gave him a better understanding of Spanish-speaking people.

"My Spanish was pretty bad before the class. I didn't learn just the language. I also learned that when you talk to a patient, you have to consider their cultural context." Nguyen said one of his best experiences was helping a physician who did not speak Spanish translate what a patient was saying.

"I felt that I was more than a peripheral, that I was really helping in their treatment," said Nguyen, a native of New Jersey.

Jessica Fenoglio, a 26-year-old Harvard medical student from Ohio, said she initially signed up for the course because she figured it would be a good idea to learn medical Spanish. But as the summer course and the community service program proceeded, she came to value what she was undergoing even more.

"It was amazing," Fenoglio said. "I spoke not a word of Spanish before the course. Now, I'm fairly fluent in medical language even though I'm still a little weak in Spanish in social settings. Your eyes just open up entirely to another community. It's had a major impact on my life and my attitude towards medicine."

Fenoglio spent her community service time working for a pediatric mobile unit in South Bronx, New York. She was touched by the lack of contact many in the community had with people in the medical profession.

"Even though they live in this major city, they are kind of on an island of their own," she said. "This is a population separated by their language. Many of these people are disconnected from the medical system. Many of them don't know how to access medical care for themselves and for their kids."

Fenoglio said that many of the patients started to trust the medical personnel who visited their South Bronx communities on a regular basis.

"By speaking to them in their language, you start to build a relationship with them, and they take you in," Fenoglio said.

Fenoglio recalls an instance when a young girl who had been examined by a physician who spoke only English told her mother in Spanish that they had not told the doctor that she had blood in her urine. Fenoglio overheard the conversation and realized that the breakdown in communication could have led to a serious medical problem's being overlooked. Fenoglio's Spanish helped the medical personnel provide the young girl with treatment that rid her of the problem.

Bernfield said that Harvard Medical School had offered medical students weekly Spanish classes for years but that their retention of the language was minimal compared to what the participants in the intensive classes combined with community service have retained. Now that the university has found a program that improves language retention, the next step, Bernfield said, is to develop a program to bring students back for further language development and reinforcement of what they learned in the first course.

The medical school has 721 students, of whom 55 are Hispanic. Most of the participants in the Spanish classes are not Hispanic.

HO

Within minutes, the first-year medical student, Shannon Heitritter, used her newly learned language to call a doctor and determine that she had to rush the boy to a hospital to save his life.

Uncommon Latinas Seek Distance Health Doctorates

From Appalachian Virginia and North Texas

BY CYNTHIA KNOUFT

The community one finds in a distance learning program is simply different from one found in a campus-based program. "It becomes more intimate," says Dr. Robert Ibarra, vice chancellor for academic affairs, University of Wisconsin-Madison. "It enters your home."

Zaida Denise Forester admits that she's never tasted squirrel meat. Not even once. She laughs and then explains, "I'm a vegetarian." To Forester, a Walden University Health Services student living in the Virginia Appalachian mountains, Virginia's wild game food like opossum and squirrel is only a small part of her community's culture.

Eight years ago Forester and her family moved from Los Angeles to the Appalachian coal mining camp where they live today. She confesses that she experienced a bit of culture shock at first.

"When we arrived, we learned that the area had just gotten indoor plumbing." Forester describes her community as "very impoverished and forgotten," and she has no plans for leaving.

A clinical nurse specialist, Forester is pursing her Ph.D. in health services at a distance through Walden University. An accredited distance learning graduate school located in Minneapolis, Minn., Walden has allowed Forester the opportunity to pursue her dream of a Ph.D. from the comfort of a community where she can effect social change and where she feels appreciated for her work.

Forester acknowledges that she's found another community at Walden, a community that has brought her to understand the significance of what she is doing both in her research and in her professional work.

But is it possible to have community at a distance? Dr. Robert Ibarra, assistant vice chancellor for academic affairs at the University of Wisconsin-Madison, says that it is.

One of the myths of distance education, says Ibarra, is that there

Zaida Denise Forester

is no community–that community only happens on campus. He adds that the community one finds in a distance learning program is simply different from that one found in a campus-based program. "It becomes more intimate," he says. "It enters your home."

In reference to her academic work, Forester says that she embraces the challenge that doctoral research offers. Recently she completed a project exploring cross-cultural attitudes towards menopause. Thrilled by what she found in her research, Forester decided to explore the same issues but at the local level and with a different twist. Her proposed research is to explore the effects, if any, of education level on the attitudes of Virginia clinical nurse specialists toward menopause.

Forester found exploring cross-cultural attitudes in her menopause research to be fascinating and gives credit to the Walden curriculum for allowing her to undertake that exploration. "Walden has quietly immersed me in all these worldly things," she says. In addition to enlightening her on other cultures, Forester feels that Walden's diverse faculty has been a factor in her academic success. The daughter of a Puerto Rican woman, Forester didn't realize the impact that sharing her culture with her Puerto Rican faculty mentor would have on her education. She acknowledges that it's made an enormous difference to have a mentor who understands her culture and heritage.

When Forester graduates from Walden, she will become a part of the one percent of nurses in this country who hold a Ph.D. Add that to the fact that she is a part of the 10 percent population of minorities employed in the nursing profession, and it's evident that Forester is an uncommon individual.

Adela González, interim vice president for administrative affairs at the University of North Texas Health Sciences Center, is another rare individual. Prior to arriving at UNT-HSC, González was Director of the City of Dallas Department of Public Health for seven years. She is a nationally recognized leader in the field of public health, and she is currently enrolled in Walden's Ph.D. program in Health Services.

González began her career as a medical technologist, but a combination of automated lab techniques and a need to fulfill what she calls her "humanistic" urge led her to a career in public health. Unlike Forester, whose focus is on improving the health of her community one individual at a time, González's focus is on the health of the community as a whole. In her view, public health "looks at the community as the patient, not the individual."

Adela N. González, M.P.A., Walden Student Health Services

When Forester graduates from Walden, she will become a part of the one percent of nurses in this country who hold a Ph.D. Add that to the fact that she is a part of the 10 percent population of minorities employed in the nursing profession, and it's evident that Forester is an uncommon individual.

González says that nationally there is a shortage of people trained in public health. To respond to this need, González created a master's in Public Health program at UNT-HSC. The program was implemented in Fall 1995.

As a result of the success of that MPH program, and in response to service gaps in Texas, González and her colleagues at UNT-HSC developed a proposal for establishing a school of public health at the university. According to González, the proposed school of public health is an attempt to meet the needs of north Texas, which encompasses about five million of the state's population. González explains that the north Texas population is also the fastest growing Hispanic population in the southwest. Because of this growing population, the new school will be a community-oriented program that focuses on Hispanic health needs.

Forester and González are dramatically different individuals on the surface, but they share an important characteristic–a strong desire to influence their community. Although they approach this challenge from different directions—González' collective and Forester's individual—their Walden education is at the intersection. And because Walden promotes positive social change as a guiding principle, the university motivates its students to use their education to effect social change. González sums it up, saying, "We all have talents to create social change, and we all have a responsibility to do that."

Matchmaker, Make Me a Match

SUNY
Health Science Center
at Syracuse

Computer Program Pairs Med Students and Residencies

BY INÉS PINTO ALICEA

In mid-March, the American Association of Medical Colleges released an eagerly awaited report on the results of Match Day, a national event during which medical school seniors across the country learn where they will spend their first year of training in their chosen specialty.

The 157 fourth-year students from the SUNY Health Science Center at Syracuse's College of Medicine got the information at noon on Match Day, which was March 18. More than half of them received their first choice of placement. All the students, 100 percent, received appointments. Nationally, 79 percent match to one of their first three choices. In addition, 126 of the 136 residency slots offered through programs of the SUNY Health Science Center and its affiliates were filled–98 by the NRMP program and other matches, and 28 filled locally. Seven of the 10 remaining slots are

The National Resident Matching Program (NRMP) stated that this year, nearly 14,000 U.S. medical school seniors were matched, plus close to 3,000 international medical school graduates.

The SUNY Health Science Center's Office of Student Affairs reports that 64 percent of its fourth-year students will enter primary care specialties.

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targeted for 1999 positions. College officials expected the remaining three 1998 positions to be filled within a few days.

The National Resident Matching Program (NRMP) stated that this year nearly 14,000 U.S. medical school seniors were matched, plus close to 3,000 international medical school graduates.

NRMP is the primary route by which applicants to residency programs obtain training positions. In the months prior to Match Day, students submit resumes and interview at hospitals. In February, both hospitals and students rank their choices for placement. The NRMP computer center in Washington, D.C., generates the matches. The results are highly anticipated.

Since 1952, the NRMP has served as an important indicator of the career interests of U.S. medical school graduates and other physicians who seek training in U.S. residency programs.

The SUNY Health Science Center's Office of Student Affairs reports that 64 percent of its fourth-year students will enter the primary care specialties of internal medicine, family practice, pediatrics, obstetrics and gynecology, and a combined medicine/pediatrics program.

The Graduate Medical Education office at the Health Science Center oversees 415 residents and fellows at the Syracuse-area hospitals, including University Hospital, Crouse Hospital, St. Joseph's Hospital Health Center, Community General Hospital, the Syracuse VA Medical Center, and Hutchings Psychiatric Center.

AAMC represents 125 medical schools; approximately 400 major teaching hospitals, including 75 VA medical centers; 88,000 faculty of the institutions, represented by 86 constituent academic and professional societies; and more than 160,000 men and women in medical education as students and residents.

Students rejoice on Match Day at the Health Science Center at Syracuse.

AFFIRMATIVE ACTION IN MEDICAL SCHOOLS

Eighty percent fewer minorities would have been accepted in U.S. medical schools in 1996 without affirmative action, according to data released last month by the American Association of Medical Colleges (AAMC).

In modeling what would have happened to those entering the medical school class of 1996 if minority students had been required to have the same level of MCAT scores and grades as White students who were accepted that year, the AAMC found that only 397 minority students would have been accepted, compared to the 1,890 who were accepted with affirmative action in place.

Cultural Competence in Short Supply

Nurses Alert to the Need

ANA
AMERICAN NURSES ASSOCIATION

BY
ADALYN HIXSON

> ***"While the number of Hispanic nurses has grown by 10,000 in the last several years, they still represent only 1.6 percent of the RN population."***
> ANTONIA VILLARRUEL, PRESIDENT, NATIONAL ASSOCIATION OF HISPANIC NURSES, AND ASSISTANT PROFESSOR OF NURSING, UNIVERSITY OF PENNSYLVANIA

"Linguistic diversity" and "cultural competence" are becoming more than catchphrases–they are priorities for the American Nurses Association (ANA) and other healthcare providers and advocates.

Historically, health facilities in much of the U.S. have been slow to offer services in any language but English. Faced with a "LEP"–Limited English Patient–it was not uncommon in years past for a call to go out throughout a clinic or hospital for anyone who might speak a little Spanish, a little Rumanian, to aid in the interview process. The interpreter might be a file clerk, a janitor, another patient–someone perhaps with very limited knowledge of either healthcare terminology or the guiding precept of patient confidentiality. Quality gave way to expediency. But expediency's days might be numbered.

Dr. Antonia Villarruel, Ph.D., RN

Both the "equal access" elements of civil rights assurances, with regard to federally funded programs such as Medicaid and Medicare, and the potential of liability or the malpractice risks of ignoring linguistic and cultural factors just might rev up the speed with which the nation's healthcare systems come to grips with the nation's population realities.

Are there enough bilingual providers in place or in the pipeline? Absolutely not.

Antonia Villarruel, president of the National Association of Hispanic Nurses, and an assistant professor of nursing at the University of Pennsylvania, commented in *American Nurse*, Jan/Feb '98, an issue devoted to diversity, that while the number of Hispanic nurses has grown by 10,000 in the last several years, they still represent only 1.6 percent of the RN population.

Villaruel noted that Hispanic teenagers are the group least likely to graduate from high school, that successful nursing role models are few, and that institutional recruitment efforts are subject to question.

A past president of the Philippine Nurses Association of

America, Beatríz Miranda, was equally concerned: "Ninety percent of healthcare givers are Caucasian. I think that's a critical problem, especially when considering the 'browning' of America. You need to make an effort to recruit culturally diverse faculty, and nursing hasn't made that effort."

ANA president Beverly L. Malone had this to say in her column entitled "Diversity, Divisiveness and Divinity":

"The staggering truth is that in the past 10 years, there has been no significant growth in the representation of nurses of color, which includes Hispanics, Asian Americans and Pacific Islanders, Native Americans, and African Americans. This stagnation has occurred even as schools of nursing garnered grant funds to programmatically recruit, retain, and graduate nurses of color."

President Malone's recommended reading includes ***Strategies for Recruitment, Retention and Graduation of Minority Nurses in Colleges of Nursing***, by Hattie Bessent, Ed.D., a 1997 publication of the American Nurses Foundation that highlights successful programs. Malone lauds the ANA Ethnic/Racial Minority Fellowship Programs, whose graduates include Susana Juarez-Leal, assistant professor of University Hospital Health Sciences Center, University of Texas-San Antonio, and Jennie Joe, director, Native American Research and Training Center, College of Medicine, University of Arizona-Tucson, the first Native American nurse with an earned doctorate. Malone points out that three males are on the ANA Board of Directors, among them, Rubén Fernández.

Betty Smith Williams, president of the National Black Nurses Association, and the first African American nurse ever hired to teach at a California university, proposed several ways to increase minority representation, starting with improved access to strong basic science programs in secondary schools. Another of her recommendations was to encourage potential nurses to enter baccalaureate RN programs instead of LVN and ADN programs.

> ***"The staggering truth is that in the past 10 years, there has been no significant growth in the representation of nurses of color....This stagnation has occurred even as schools of nursing garnered grant funds to programmatically recruit, retain, and graduate nurses of color."***
>
> **BEVERLY L. MALONE, PRESIDENT,**
> **AMERICAN NURSES ASSOCIATION**

Beverly L. Malone, Ph.D, RN, FAAN, President, American Nurses Association

ANA spokesperson Michael Stewart told *HO* that the ANA takes a position that "the quality and safety of patient care should not be compromised because of the language that patients speak when they come into the hospital." He directed *HO* to a data source–Diversity Rx–that through its Web site defines many elements of cultural competence. But first it sets the stage, noting the 1990 Census finding that 14 percent of the U.S. population–31.8 million residents–spoke a language other than English at home, with Spanish most frequent, followed by French or Creole, German, Chinese, and Italian. The number of Americans speaking an Asian or Pacific Island language was 4.5 million.

"In some states, the percentages of those speaking a language other than English at home were significantly higher than the national average–36 percent in New Mexico, 31 percent in California, and 20 percent each in Arizona, Hawaii, New Jersey, New York, and Texas."

Diversity Rx–found at <http://www.diversityrx.org/>, edited by Julia Puebla Fortier and published by Ann Morse—describes its mission briefly as "Promoting language and cultural competence to improve the quality of health care for minority, immigrant, and ethnically diverse communities" and invites interested parties to attend its national conference on culturally

Culture: The learned and shared patterns of information that a group uses to generate meaning among its members. These patterns encompass non-verbal language and material goods.

Macro Cultures: National, ethnic or racial groups.

Micro Cultures: Gender, racial, religious groups in which the members share a belief in certain rules, roles, behaviors, and values. Macro and micro cultures combine to shape individuals' world views and to influence their interaction with others.

Definitions courtesy of Diversity Rx.

competent health care, scheduled for October 1998.

Limited-English-proficient (LEP) patients, it says, encounter obstacles at every turn. Sophisticated technology and diagnostic procedures are no substitutes for clear patient-provider communication.

Diversity Rx quotes Donna E. Shalala: "The truth is, a lot of communities have bad experiences with the healthcare system, they don't trust it to act in their best interests, and that attitude is based on genuine experience."

It explores the role that community and national organizations can take in promoting and protecting access to health care for minorities, immigrants, refugees, and other diverse populations with language and cultural needs.

Diversity Rx explains why language and culture are important: "America is a country of many races and cultures…Health care professionals and managers must have a basic understanding of the impact of language and culture on healthcare delivery in order to efficiently organize services...."

And it describes itself at nearly every turn as a "work in progress." The work is supported by: The National Conference of State Legislatures (NCSL), Resources for Cross Cultural Health Care, and the Henry J. Kaiser Family Foundation of Menlo Park, Calif., an independent healthcare philanthropy not affiliated with Kaiser Permanente nor the Kaiser industries.

NATIONAL ASSOCIATION OF HISPANIC NURSES
NAHN

It explains the role of the Office of Civil Rights of the Health and Human Services Department in assuring equal access to health care for participants in federally funded programs. It describes the complaint-filing process and reviews the types of decisions made by the OCR.

Among its coming attractions:

Original texts, summaries, and analyses of relevant state laws and regulations;

Accreditation standards developed by NCQAA, NCAAHO, and other review bodies with respect to performance measures of the linguistic and cultural competence of healthcare providers;

Information on interpreter training, conferences for interpreters, language education programs, and translations and where to find reliable material that has already been translated, descriptions of cultural competency training–for administrators, providers, and front-line customers; and descriptions of ground-breaking cross-cultural health programs and initiatives.

A "Hot Links" section guides the viewer toward a dozen or so additional sites that promise relevant and up-to-date information.

The American Nurses Association is likely to become a highly significant source. Members of its national advisory council on cultural diversity and cultural competency will be sharing their time and expertise with state nurses associations, and working with academic institutions to encourage minority students to choose nursing as a profession. Anyone interested in learning more about the council or the ANA programs can contact senior policy fellow Eunice Turner, M.A., M.Ed., at (202) 651-7065.

Information about ANA members was derived wholly from articles by Beverly L. Malone, Susan Trossman, and Michael Stewart of the ANA, and Diversity Rx data from its Web site.

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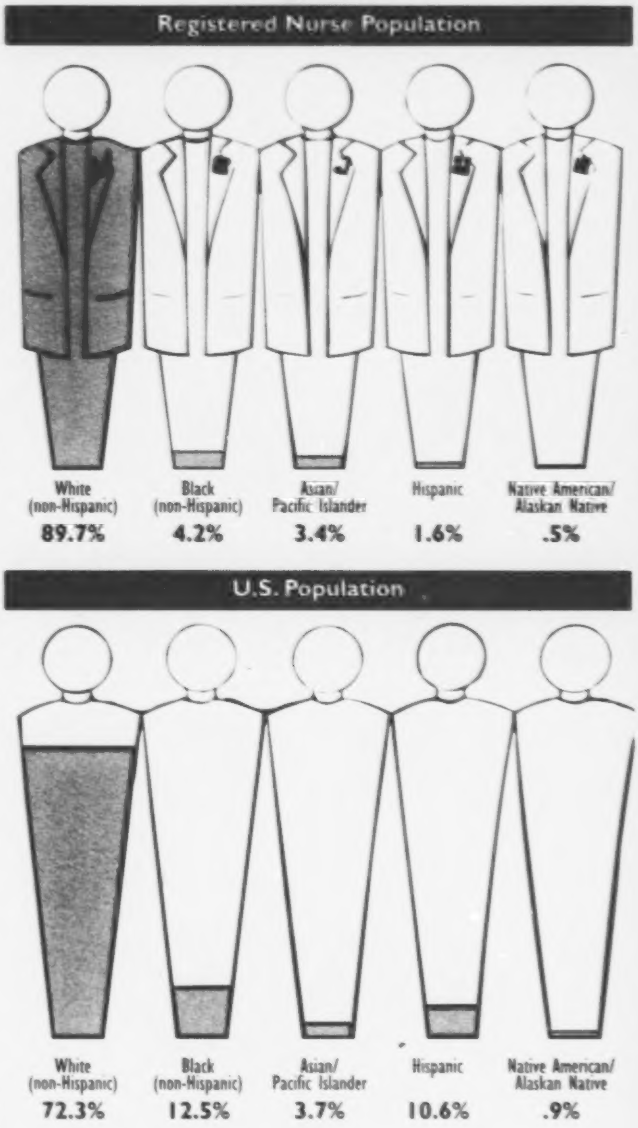
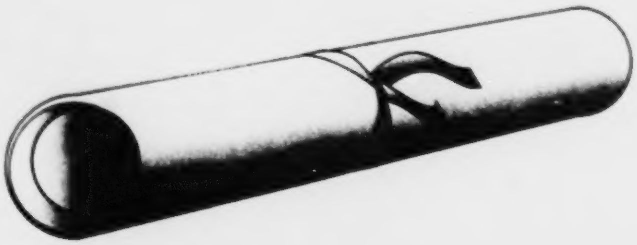


National Association of Hispanic Nurses
1998 Conference July 8-19 Detroit

Over its 23-year history, NAHN has grown to include more than 33 local chapters from coast to coast. Through mentoring and networking, NAHN supports Hispanics in nursing and enhances their professional development. NAHN strives to improve access to care for Hispanic consumers by increasing the Latino presence in the nursing profession.

The Honor Roll



University of Medicine and Dentistry of New Jersey

BY ROGER DEITZ

New Jersey Medical School

The University of Medicine and Dentistry of New Jersey (UMDNJ) trains students for careers in the health sciences. It grants M.D., D.M.D., and D.O. degrees to medical doctors, dentists, and doctors of osteopathy. It offers graduate degrees in the basic medical sciences, allied health, and nursing sciences, and undergraduate degrees in allied health and nursing. With campuses in Newark, New Brunswick, Piscataway, Camden, and Stratford, N.J., that support schools and healthcare units in many disciplines, UMDNJ trains a veritable army of health professionals. UMDNJ represents substantial achievement that directly and significantly benefits New Jersey residents and those beyond through enlightened health care. In addition, the school's training programs reach out to attract and recruit minority students and then help them persist and succeed in training once they are enrolled. For being a "socially responsible university addressing the challenges of a changing world" and for its pursuit of training excellence in a wide range of health sciences, *The Hispanic Outlook* welcomes UMDNJ to the Honor Roll, the first institution of its kind to be so honored.

UMDNJ founder and president Dr. Stanley Bergen, who is retiring next month—June 1998—from his post of 27 years, says he has been greatly heartened by the institution's advances. UMDNJ has found in New Jersey's 7,468 densely populated square miles a "microcosm of global challenges and a laboratory for discovering solutions." Dr. Bergen is proud that his school, one of the 100 top-funded research institutions in the country, has taken giant steps in identifying the first Parkinson's disease gene, discovering an antibody likely to improve the diagnosis and treatment of neurologic Lyme disease, and establishing the benefits of treating high systolic blood pressure to reduce heart failure. This past year he reported, "We know that the university is on the right track when we look back at the

BEST COPY AVAILABLE

Dr Stanley S Bergen Jr President, New Jersey Medical School

exceptional accomplishments of 1997 and see them as a blueprint for the future. What emerges is a design for leadership."

Dr. Bergen points out that last year, UMDNJ graduated the largest class in its history, but he notes that numbers tell only part of the story. "Curriculum reform in our medical and dental schools increased students' exposure to primary care, ambulatory care, and early clinical experiences. Expanded allied health and nursing programs increased the supply of other key members of the healthcare team. We embraced information technology and distance learning to redefine the 'classroom.'"

The College of Medicine and Dentistry of New Jersey, conceived in 1970 by an act of the state legislature, was created to consolidate and unify all of the state's public programs in medical and dental education. As a statewide system, it was in 1981 granted status as a free-standing university. The history of the school can be traced back to the founding of the New Jersey Medical School in 1954. In 1956, eighty students entered the first class of what was then the Seton Hall College of Medicine and Dentistry, located in the Jersey City Medical Center. Nine years later, the State of New Jersey acquired the school and renamed it the New Jersey College of Medicine and Dentistry. In 1970, it relocated in Newark. The 518-bed UMDNJ University Hospital was added in 1979, as were other facilities, including the George F. Smith Library of the Health Sciences, said to be the finest facility of its kind in the state. Since 1975, The New Jersey Medical School has

Honor Roll Facts in Brief

INSTITUTION:
University of Medicine and Dentistry of New Jersey

LOCATION:
30 Bergen Street
University Heights
Newark, NJ 07107-3001

UMD
NEW JERSEY

ESTABLISHED:
1970 - UMDNJ
(Seton Hall College of Medicine aka The New Jersey Medical School - 1954)

ENROLLMENT:
4,520

DEGREE OFFERINGS:
Doctorate M.D., D.M.D., D.O., Ph.D
Master's
Bachelor's
Associate's

ANNUAL TUITION:
N.J. Medical School '97-'98
$14,927 - NJ residents
$23,359 - Out of State
Tuition for other divisions varies, and might be as low as $66.55 per credit, depending on affiliation.

NUMBER OF FACULTY:
1,769 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Medicine
Dentistry
Osteopathy
Graduate Biomedical Sciences
Health Related Professions
Nursing
Environmental Management

INTERNET (Website) ADDRESS:
http://www.umdnj.edu

occupied a nine-level Medical Sciences Building adjoining the University Hospital.

Today UMDNJ includes seven schools statewide. These are: UMDNJ-New Jersey Dental School in Newark; UMDNJ-New Jersey Medical School in Newark; UMDNJ-Robert Wood Johnson Medical School in Piscataway, New Brunswick, and Camden; UMDNJ-School of Osteopathic Medicine in Stratford; UMDNJ-School of Biomedical Sciences in Newark and Piscataway; UMDNJ-School of Health Related Professions, Newark; and the UMDNJ-School of Nursing, located in Newark. UMDNJ also has teaching affiliations with more than 100 healthcare facilities throughout the state.

·Of the total students enrolled in all divisions last year, 3,623 were New Jersey residents, 520 came from other states, and 325 were from foreign countries. The gender breakdown was 55.2 percent female and 44.8 percent male. Enrollment listed 305 Hispanic students, 1,042 Asian/Pacific Islanders, 15 Native Americans, and 425 African Americans. The total Hispanics in all divisions was 6.8 percent. The percentage of Hispanics rose to 10.2 percent for the class at the New Jersey Medical School in Newark, 7.5 percent at Robert Wood Johnson Medical School, 7.3 percent at the School of Osteopathic Medicine, and 8.2 percent at the New Jersey Dental School.

With a student population more than 10 percent Hispanic, UMDNJ's New Jersey Medical School in Newark earned another designation; in 1991 it became a federally funded Hispanic Center of Excellence. Dr. Maria Soto-Greene, Associate Dean for Special Programs and Director of the Center, explains the significance.

"The designation of Hispanic Center of Excellence gave the school the opportunity to begin developing students at the pre-college through college and medical school level, including faculty. There are only seven nationally, and we're the only one on the East Coast. We can address a diverse Hispanic population within the greater Hispanic population...the Hispanic student who is representative of the East Coast. That means predominantly mainland Puerto Ricans, Colombians, Cubans, and Dominicans. So it makes us very different....Elsewhere in the country, the centers are targeting Mexican Americans or Puerto Ricans."

Dr. Soto-Greene reminds us that the final aim of access is to serve the community. "The main goal is that these are major efforts mounted at improving the health of the Hispanic community. That's really the bottom line...how we improve the health of this community that is going to become the largest minority population in the United States...."

New Jersey Medical School Dean Ruy V. Lourenco is also proud of the Center of Excellence and other programs that provide access to and support retention of minority students at his school and elsewhere in the UMDNJ system. "Our student body," he says, "is our most precious asset. The diversity of our students gives each of us great strength as we seek to provide the best environment for learning and caring for patients. Our students constantly provide us with challenges, rewards, and gratification as we see them mature and become excellent physicians."

In point of fact, the UMDNJ-New Jersey Medical School is one of only a handful of medical schools in the country funded by three federal programs to prepare students from economically and educationally deprived backgrounds for careers in the health professions. More than 200 students a year participate in programs supported by Partnerships in Health Professions Education, Health Careers Opportunity Program, and the Hispanic Center of Excellence.

UMDNJ Graduate School of Biomedical Sciences in Piscataway, in conjunction with Rutgers University, was awarded an NIH-Initiative for Minority Student Development Grant totaling more than $1.6 million over four years. Eight minority Ph.D. students are currently enrolled at GSBS through this award.

· On the drawing board, UMDNJ will be a major sponsor and participant in a $78-million International Center for Public Health at Newark's University Heights Science Park. Located in the Central Ward of Newark, the Science Park is a collaboration between UMDNJ, the New Jersey Institute of Technology, Rutgers University-Newark, Essex County College, the City and community of Newark, and the private business community. The first two buildings were completed last year. The State of New Jersey has committed $60 million in loans and grants.

Last year, the University of Medicine and Dentistry of New Jersey conferred professional degrees and certificates on a group of 1,028 students, its largest ever. For young people seeking health careers, and for their communities, UMDNJ is building the future.

Ruy V. Lourenco, MD, Dean, New Jersey Medical School

Nurturing and Increasing the Presence of Hispanics in Medicine

National Hispanic Medical Association Looks at the 21st Century

BY ALEXANDRA SALAS ROJAS

NHMA

National
Hispanic
Medical
Association

It is the first national membership organization in the U.S. representing and providing advocacy for Hispanic physicians.

Congressman Xavier Becerra, Chairman, Congressional Hispanic Caucus

It is always a welcome sight for patients seeking treatment to find physicians who are representative of the communities they serve. For Hispanics, just as for other ethnic communities, this—in addition to accessible and affordable health care—is an issue that cannot be overlooked.

Elena Ríos, president of the National Hispanic Medical Association, Washington, D.C., stated in a recent press release, "We don't have enough Hispanic doctors in the nation, and the situation is getting worse."

There is an acute shortage: Hispanics make up 11 percent of the U.S. population but only 4 percent of doctors. According to Rios, with the loss of affirmative action policies, particularly in California and Texas, there was a 40 percent overall drop in the number of individuals from minority racial and ethnic groups who applied to medical schools last year. Hispanic applications dropped 12 percent in 1997, from 2,679 to 2,368.

"I worked at the White House in 1993 on the Healthcare Taskforce. There weren't any Hispanic surnames. I wanted Hispanic doctors to get involved at a national level," she added.

The outcome of this wish was the formation of the National Hispanic Medical Association in 1994.

It is the first national membership organization in the U.S. representing and providing advocacy for Hispanic physicians.

Based in Washington, D.C., NHMA provides policy-makers and healthcare providers with information and support in strengthening health service delivery to Hispanic communities nationwide.

NHMA's mission is to improve health care for Hispanics who are underserved by coordinating a national organization that represents Hispanic physicians in the U.S. Some of the association's goals include providing support and guidance to physicians of Hispanic origin and those doctors serving the Hispanic population in the U.S.; to provide continuing education programs for members; to enhance career opportunities for members; to promote increased access to quality health care for members of the Hispanic community in the U.S.; and to address the healthcare needs of this community.

> ***"We think that there are a lot of variables. A test isn't everything. There are non-cognitive variables such as communications and leadership skills. An exam won't give you the answer as to how a person will do in the next several years," noted Ríos.***

In March 1998, NHMA held its second annual conference, where "Hispanic Health Care: Challenges and Opportunities for the 21st Century" was the focus.

In a letter to NHMA, President Bill Clinton commented on the association's efforts: "I am delighted the NHMA is one of the partners in my administration's new initiative to focus on health care and prevention for racial and ethnic minorities....Nowhere are the divisions of race and ethnicity more sharply drawn than in the health of our people. Our national goal is to eliminate racial and ethnic disparities in infant mortality, diabetes, cancer screening and management, heart disease, AIDS, and immunization by the year 2010...I hope that this conference will encourage each of you to assist in this national effort..."

Left to right: Martha Medrano, MD, UT-San Antonio Medical School; Dean Barbara Bader Aldave, St. Mary's Law School; Norma Carter, Assistant Secretary for Civil Rights, Department of Education; Elena Rios, MD, MSPH, President NHMA.

Ríos notes that there aren't enough Hispanic doctors to meet this community's needs. "We need more Hispanics in medical schools to fill this critical shortage." Clearly, recruiting and graduating more Hispanic doctors is part of the solution.

However, at the University of California at Berkeley, for example, steep drops in Black and Hispanic admissions for 1998-99 have taken place since Proposition 209 outlawed race and gender preferences. According to university data, Berkeley offered spots to 191 Black students and 600 Hispanics in a class of 8,034–that's a 66 percent decline for Blacks and 53 percent for Hispanics..

The class breakdown is: Asians, 38 percent; Whites; 34 percent; Hispanics; 7 percent; and Blacks, 2 percent.

Removing race as an admissions consideration means more weight is given to grades and test scores. Regarding admissions tests, "We think that there are a lot of variables. A test isn't everything. There are non-cognitive variables such as communications and leadership skills. An exam won't give you the answer as to how a person will do in the next several years," noted Ríos.

Despite Proposition 209, various proposals are being examined that could grant the top 4 percent of every California high school graduating class automatic admission to top medical schools.

According to NHMA, one out of three Hispanics has no health insurance. Of 10 million uninsured U.S. children, one-third are Hispanic. "And since we don't have health care for everyone, the government decided to support minority students to go to school so they can take care of these people." President Clinton's initiative, announced in February 1998, would end these healthcare disparities by the year 2010. About 30 cities would be targeted as a five-year demonstration project to address minority health care.

Speakers at the conference included Congressman Xavier Becerra (D-Calif.), chairman of the Congressional Hispanic Caucus; María Echaveste, assistant to President Clinton; and Kevin Thurm, deputy secretary of the U.S. Department of Health and Human Services. Thurm addressed the "Hispanic Agenda for Action," an ongoing program designed to increase the number of Hispanics at the U.S. Department of Health and Human Services.

DIRECTOR OF FEDERAL RELATIONS

UNIVERSITY OF FLORIDA

The University of Florida seeks a Director of Federal Relations. The Director reports to the University President and is responsible for leadership in achieving the University of Florida's federal agenda.
The Director of Federal Relations is responsible for federal activities in support of all University of Florida program areas, including research, policy and legislative initiatives. The Director will develop general strategic plans and annual legislative strategies related to the University's stance on issues important to internal and external constituencies. The Director will be a registered lobbyist and takes the lead as directed by the President for the University in developing and implementing the federal agenda. The Director manages the Washington DC office, including all personnel and the budget, and supports the Washington DC activities of the University Alumni and Foundation activities as specified by the President. The individual will be the primary University of Florida representative to the various professional groups such as the AAU, NASULGC, and will coordinate the activities of the University of Florida government relations team in relationship to these and other professional groups.

Qualifications: Knowledge and experience in national government policies and procedures, national political environment, the Congress, federal regulatory agencies, federal issue management, coalition building and constituency relations. Strong managerial leadership demonstrated by effective organizational skills, ability to define and accomplish goals and solve problems, and ability to work effectively as a member of the University's governmental relations team. Excellent written and oral communication skills required.

Application deadline: July 1,1998

Salary: Negotiable, Commensurate with qualifications and experience

Submit resume and names of three references to:

Dr. John Lombardi, President
University of Florida
PO Box 113150
Gainsville, FL 32611

If an accommodation due to a disability is needed to apply for this position please call (352) 392-4621 or TDD (352) 392-7734. ***AA/EA/EEO***

George Mason University

LAW LIBRARIAN

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Review of applications will begin immediately and continue until the position is filled. Women and minority applicants are especially encouraged to apply.

AA/EEO.

Upcoming Issues

***June 19 Issue**
ad deadline June 2nd

*** July 3rd Issue**
ad deadline June 16th

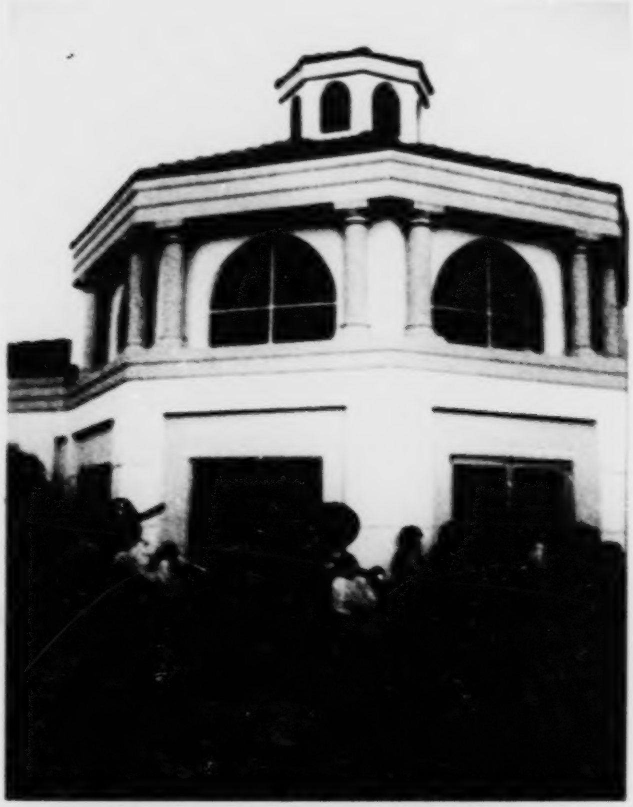
The Caridad Clinic: Marrying Heart and Mind

Farmworker Alliance Captures Student Volunteers

BY

ADALYN HIXSON

"We finished our drive last fall," said Dr. Nicholas Richie of Florida Atlantic University in Boca Raton. *HO* had called him about a request by the school's Future Health Care Executives for donations of medical supplies and money for a local clinic. "The group involved with the clinic is the migrant workers coordinating council. This is an outfit that was set up some years ago to assist migrant farmworkers with finding jobs, food, clothing–part of the migrant workers association of south Florida. The clinic is called the Caridad Health Clinic for Migrant Farmworkers. The founder is Caridad Asensio.



Mariachi band entertaining at the grand opening of the Caridad Health Clinic, Boynton Beach, Florida, November 19, 1997

"As far as the clinic goes, about five years ago, they got a huge trailer and had two rooms set up to serve migrant farmworkers. But it was very difficult because only two doctors could work there in these two little rooms. Patients had to sit out in the hot sun as a waiting room. Over the years, they raised over a million to build a new modern facility."

"My involvement came when I read a newspaper article saying they had exhausted all of their funds on construction. Health administration students at Florida Atlantic University engage in community service projects on a regular basis. Some years ago, they had held a food drive and then a clothing drive for the clinic. So I approached them and asked, 'Would you like to take this on as a project–to collect medical supplies?'

"So for several months, we advertised heavily in the community. And we collected about $800 dollars worth of medical supplies–supplies such as alcohol, peroxide, Tylenol, aspirin, disposable gloves, disposable razors, disposable syringes, disposable diapers,

> ***"...Only two doctors could work there in these two little rooms. Patients had to sit out in the hot sun as a waiting room..."***
>
> DR. NICHOLAS RICHIE, FLORIDA ATLANTIC UNIVERSITY

cleaning and antiseptic products. We also collected a sterilizer and a variety of items of that type. But there were a number of collateral benefits to the association as a result of our heavy advertising. First, people who saw our ad included several professionals who wanted to donate their professional services. And some called with large equipment to donate that we couldn't transport. Oxygen tanks and wheelchairs were offered.

"Several organizations called, including a Jewish elementary school and a women's club, and wanted to include the clinic in their own fund-raising. We referred them to the clinic and the association.

"A retired couple who manufactured surgical instruments wanted to donate, so there were a lot of plusses, and people brought in a huge amount of clothing and some food too, which we hadn't even solicited.

"On the day of the grand opening, which was November 19, I went out there with two students who had been my coordinators–Holly Gerzel and Carla Baker."

HO asked whether any members of the student group were Hispanic.

"Oh, yes. Being in south Florida, we have a number of Hispanic students in our major–and in the group–the Future Health Care Executives of America. Holly Gerzel is Scandinavian, and Carla Baker is African American. But they were just the first two who put their hands up."

Dr. Richie, who is associate professor of health administration, spoke of the multicultural environment at the college. And of the multicultural support for the clinic project. "Much of the money was raised outside the Hispanic community. People down here are quite sensitive to issues of migrant farmworkers. We had a Migrant Awareness Day back in 1980 for those who were new to the migrant family. We brought in the famous Robert Coles, a Pulitzer prize-winning child psychologist, as the main speaker. We've had a long-standing interest, both the social work department and health administration."

> ***"Much of the money was raised outside the Hispanic community. People down here are quite sensitive to issues of migrant farmworkers. We had a Migrant Awareness Day back in 1980 for those who were new to the migrant family..."***

Dr. Dennis Palkon, director of the University's health administration program, and faculty member Dr. Carole Pohl also worked on the drive to help the Caridad Clinic, Richie told us, though he conceived and conducted it. He mentioned Sister Frances as the director of the clinic and said we should talk with Caridad Asensio herself.

HO told Dr. Richie that the magazine's readers always like to know about the educational background of faculty interviewed.

"I have a Ph.D. from the University of Michigan, a master's degree in social work from SUNY at Buffalo, and a bachelor's from the University of Rochester." Three spots with considerable winter chill, unlike Boca Raton, Fla.

"And oh, yes" said Dr. Nicholas Richie, with a hint of shyness. "I just got a bachelor's in art history in December here at Florida Atlantic."

Left to right: Holly Gerzel (Student Volunteer), Dr. Nicholas Richie (Project Coordinator), Caridad Asensio (Founder and Executive Director, South Florida Migrant Association), Carla Baker (Student Volunteer) at the Grand Opening, November 19, 1997

Birth of a Clinic

Caridad Asensio, who prefers to be identified as Caridad, tells *HO* about how the Caridad Clinic for Migrant Farmworkers got started. "Let me tell you the story," she says. "The clinic started in August 1992. That's when we opened for the first time. We opened in two mobile home trailers, put together.

"My dream was to take care of the physical—the medical—needs for the kids, and the immunizations, from when I worked in the school system and learned there how much the kids need it.

"So I kept on dreaming, and it came together! This piece of property was land that belonged to the Diocese of Palm Beach. It was next to a soup kitchen.

"They agreed. They rented it to us for a dollar a year. We got the land, and we found the mobile homes. And we opened the doors, which was something of a surprise.

"Volunteers were working there day and night. They kept calling me–people who wanted to help. I couldn't believe the involvement with the community. I was really excited about it. We opened one weekend before school started. Then came the grand opening and nobody—nobody–thought there would be a lot of people because we didn't advertise; we figured–who knows about us?

"But you'd be surprised! We counted them. The director kept saying, 'I can't believe it. I can't believe it. Our place was small, but we counted 332 people!

"A huge turnout. We had put up a fence so the kids wouldn't run out into the main road, Boynton Beach Boulevard. If you saw the fence! Every inch of the fence was covered with people waiting for the doors to open.

"I came early to open all the gates. It was about 8:30 in the morning. Right away they started knocking at the door wanting to come in, and I tell you, Dr. Silbari said to me: 'You were asking me to be a director, but I never believed...'

"My husband was running to the pharmacy because we don't have but one thermometer! Nobody expected it. We stayed open that day until 5 p.m.

"We didn't have but minimal space—1,000 square feet. And two chairs in the back where there used to be a dining area–two dental chairs.

"A great day. I will always remember that day. Until I die. I think this is a beautiful place–to help those people who need it after so many years. They showed up, and that was great.

"The clinic serves people from various backgrounds. There were many nationalities. They were from Mexico. They were from Salvador. Honduras. Nicaragua. Guatemala. More from Guatemala than ever before. I've never seen so many," she says.

"We have Puerto Ricans. We have everybody. And now Haitians, a lot of Haitians. And I do count! The clinic right now sees 300 people a month, but I am waiting to see if we can hire a part-time doctor because we're open later.

"From as soon as we started, we never finish before 5 p.m. Tuesday through Saturday, from 9 o'clock in the morning."

Asked about the range of services, Caridad tells *HO*, "We have prevention. We have a dermatologist. We have a pediatrician for the children. And we have also OB/GYN. It's the first time for many of these ladies, who never realized they should be checked with a special lady.

"So many cases. We have right now a Mexican little girl, handicapped. We tried to put her into a school, and I am dealing with all the paperwork and the medical scene. It is really important for me to do it."

HO asks Caridad about government support for the clinic.

"We really don't get any," she says. "When we were in the process of opening, we got $150,000 to prepare the land. We have almost seven acres. It is very nice. I joke all the time because I say we ask for a place so they can be inside. Now we have a gazebo! And Madonna gives us right now a beautiful playground for the kids."

But there is more that the clinic wants and needs.

"We need doctors to come to help. Also we need operating tables, because we don't have any."

HO asks again about getting support. "Every time we fill out the papers, for some reason or other, we don't qualify, so we try to live with what we have. Like right now, my major need right now is a part-time doctor. I'm never even dreaming about full-time but perhaps two or three days a week?"

The name Caridad has a special meaning? *HO* asks. "*Caridad* means charity, means love. It is not my real name. It is my name for a great thing happening in this town."

"I'll be 67 years this month. But I want to live more time because I have other dreams."

And what are some of your other dreams? *HO* asks.

"One, a building for education so we can help the kids after school. I know a lot of people are out there who are retired teachers and principals. They can help with this.

"Several Cubans are volunteering here. Good workers! Today at nine o'clock they are here. And many other American people. The majority is American people, but we have several, including one new doctor, who are Spanish. And we have bilingual volunteers, especially on Saturdays."

Is there anything else Caridad Asensio would like to tell *HO*?

"Computers, computers, computers. We need computers," says Caridad. And the size of the new facility?

"We went from 1,000 to 7,300 square feet! And Roy Christy, the vice president of the migrant association of south Florida, he took charge of all the construction, without one penny! And I want to mention the architect, José Obeso. He is Cuban.

"And Sister Frances. She's in charge of the whole volunteer group and in charge of the education with those kids and also the clinic administrator."

To contact the Caridad Clinic, call (561) 737-6336, fax (561) 737-9332, or write to: 8645 West Boynton Beach Boulevard, Boynton Beach, FL 33437.

Dr. Nicholas Richie can be phoned at (561) 297-3997 or faxed at (561) 297-3978.

"Caridad *means charity, means love. It is not my real name. It is my name for a great thing happening in this town."*

CARIDAD ASENSIO, FOUNDER, CARIDAD HEALTH CLINIC FOR MIGRANT FARMWORKERS

At Last, A Perfect Patient

Daytona Beach Community College

STAN offers the chance of a lifetime to experience the excitement of an emergency setting without the threat of making a fatal mistake.

He's not quite the $6 Million Man who swept television ratings during the 1970s, but for Daytona Beach Community College (DBCC) Allied Health students and instructors, he's worth his weight in gold.

His name is STAN, short for STANdard Man and, acquired last spring, he's the latest high-tech equipment available for training students how to handle various medical emergencies.

The $178,000 mannequin is connected to a computer via a 12-foot life-line and features a beating heart and carotid artery pulse. It can exhale a chemically correct amount of carbon dioxide, be intubated, defibrillated, and catheterized.

Students studying to be registered respiratory therapists, nurses, or paramedics are able to stage more than 200 different medical scenarios by programming the computerized patient to simulate a variety of medical functions from choking to a heart attack. STAN, the perfect patient, who also can be modified to represent a female, can even simulate pregnancy.

"It bridges the gap between the [marker]board and the patient," Cyndi Silva-Hubbard, a second-year respiratory care student, explained. "It's one of the best training exercises there is. I would say it builds confidence."

Her classmates agree. "Working with STAN has given me the opportunity to observe the relationships between a variety of healthcare professionals who are called to respond to varying stages of a medical emergency," Jasmine Lizárraga, a second-year student, explained. "In the classroom, my interaction is limited to other respiratory-care students, like me. But in real life, my success as a respiratory nurse will depend on my ability to work effectively with paramedics, therapists, and doctors. STAN offers the chance of a lifetime to experience the excitement of an emergency setting without the threat of making a fatal mistake."

Dr. Charles Carroll, DBCC associate vice president of academic affairs, said that access to this type of training equipment is a giant leap for students and the school. "It is a wonderful opportunity for us to be able to offer a variety of training using the different scenarios, with a reduction of risk to hospitalized patients."

The patient simulator was developed by University of Florida anesthesiologist Dr. Michael Good and is distributed by Medical Education Technologies Inc. (METI), based in Sarasota, Fla.

STAN's responses are automatically determined by sophisticated physiological and pharmacological computer models that can be selected and pre-programmed.

Tess Mitchell, director of Allied Health with METI, said the "whole point [of the simulator] is to provide lifelike practice without endangering life. You can perform high-risk procedures and, if he dies, you can just restart him."

DBCC Standard Man recently caught the attention of producers for the television program *Scientia*, a 30-minute education program that airs weekly in Brazil on Globosat, the fourth largest communications network in the world. The Washington-based production company, Idea Television, which produces *Scientia*, sent a film crew to the college in February to witness the human simulator in action.

Prepared by Daytona Beach Community College

STAN, the patient simulator was developed by University of Florida anesthesiologist Dr. Michael Good.

The Cordova Sisters National Hispanic Institute's Great Debate HACU

JUNE 5, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 20

THE HISPANIC Outlook IN HIGHER EDUCATION

PREPARING FOR CAREERS IN LAW

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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Professor Moya, South Texas College of Law, speaks to HO about her childhood, her career, her values.

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A CAPITOL VIEW

Four Programs That Work

Keeping Students in School

BY GUSTAVO A. MELLANDER

Several decades ago, community colleges and universities began to understand that the very high attrition rates among Hispanics had to be addressed head on. Merely opening their doors was not enough. Far too many Hispanics dropped out in their very first year of college.

Further, thousands of capable Hispanics filtered through high school with neither plans nor dreams of going on to college. To achieve the goal of securing more Hispanic college graduates, colleges and universities decided to expand their pre-college outreach efforts.

President Bill Clinton recently honored those efforts by publicly identifying a few of the many programs that have been spawned. We highlight four of them that can serve as models.

1. Early Outreach Hispanic Math/Science Education Initiative, University of Illinois at Chicago, College of Education

The Hispanic Math/Science Education Initiative (HMSEI) is designed to increase the number of Hispanic students who are prepared to enter college and professional careers. Partners include the University of Illinois at Chicago Early Outreach Program, Malcolm X College, Benito Juarez High School, Roberto Clemente High School, and their feeder middle schools.

Program activities include academic enrichment in math, science, reading, and composition; mentoring; career awareness forums; tutoring; exposure to a college environment; and a forum for parents to share information and concerns through the HMSEI Parent Network. The program convenes on the Malcolm X College campus on Saturdays, October through May. Twelfth graders in the program participate in a High School/College Transition Program. Program mentors include undergraduate and graduate students from the UIC Colleges of Engineering and Medicine as well as professionals from diverse walks of life.

The HMSEI is currently in its seventh year. The program has measured its effectiveness by the number of HMSEI students electing science and math courses in high school (81 percent), the number completing high school (100 percent), and the number entering college (75 percent).

Contact:
Ethel Lynch Machen
Early Outreach
University of Illinois at Chicago
Chicago, IL 60607
(312) 996-2549

2. Passport to College Riverside Community College, California

Passport to College, initiated in Fall of 1996, is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education, and a six-area unified school district, together with the active commitment of businesses and individuals throughout the region. They seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Passport to College involves teachers, students, and parents in a continuum of activities from the fifth to 12th grades, including campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops, and other activities. Mentors include Riverside Community College student ambassadors, and community, business, and civic leaders who participate in the program.

Riverside Community College guarantees admission to all 11,500 participants in the program who graduate from high school, and for the class of 2004, last-dollar scholarships (after grant aid and other scholarships) for two years of full-time tuition and fees at RCC. Four four-year institutions of higher education in the area–University of California-Riverside, La Sierra University, University of Redlands, and California Baptist College–have agreed to offer additional scholarship support for Passport students to complete their undergraduate degrees after completing two years at RCC.

Contact: Amy Cardullo
Riverside Community College Foundation
Riverside, CA 92506
(909) 222-8626

3. Early Identification Program (EIP) George Mason University, Fairfax, Virginia

George Mason University and the Fairfax County Area II Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, partnerships have also been formed with Arlington County Public Schools and Prince William County Public Schools. Other partners in the program are Booz Allen and Hamilton, Mobil Corporation, and Nations Bank.

George Mason President Alan Merten told ***Hispanic Outlook***, "This is one of our most effective programs. It has and will continue to serve thousands of youngsters."

EIP selects minority students with academic potential and provides year-round tutoring and other support throughout high school. EIP features a mandatory Summer Academic Academy, taught at the university, that starts in ninth grade and continues throughout high school. Special projects in math, English, science, and computer science encourage active class participation and critical thinking, develop confidence, and preview upcoming fall courses.

During the school year, university students hold tutorial sessions after regular school hours at local high schools and on campus. Mobil

Corporation funds the program's math review days, which take place once a month for four hours on GMU's campus. EIP has a mentoring component with Booz Allen and Hamilton that is in its third year.

Three times a year, students attend Saturday workshops at the university that provide academic and cultural enrichment. Detailed information is maintained on student courses, grades, SAT scores, attendance, and college-application status.

Parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort, and parent participation over the next four years. The parental contact is maintained through regular correspondence, workshops, and an active Parent Council. Parents are required to participate in Strengthening the Family workshops over the course of four weeks. Parents also learn communication skills and better methods of child discipline.

The program has had a 71 percent retention rate. Of those who completed four years in EIP, 95 percent have gone on to college.

Contact:
Hortensia Cadenas
EIP
George Mason University
Fairfax, VA
(703) 993-3120

4. Pace Hispanic Outreach Program White Plains, NY

The Pace Hispanic Outreach Program (PHOP) is a unique tutorial program for Hispanic immigrant students at the White Plains High School. This program, a collaborative effort involving the White Plains School District, Pace University, and Centro Hispano (a community organization serving Hispanics in White Plains), is dedicated to ensuring that these immigrant students stay in school and graduate with the necessary skills for success in college and/or the job market.

In 1997, 13 bilingual Pace students tutored 104 White Plains High School students in English, mathematics, and social studies. One-to-one tutorial sessions held during study hall periods are designed to complement and reinforce classroom instruction. In addition, the program enlists high school counselors to provide weekly clinics to help high school seniors prepare college applications, financial aid forms, and essays. Active community support and parental involvement help build confidence among participants by reducing the sense of powerlessness that language barriers cause in some Hispanic families.

Results of a 1995-96 study of 54 PHOP participants found that students who participated in the programs experienced a smooth transition to the White Plains school system from the schools of their country of origin, received higher grades than comparable non-participants, and were more involved in community activity. In addition, the study found that all of the program's graduating students are planning to attend college. PHOP students emerge as community leaders, with many of them becoming tutors at other schools in the district to "give back" to the community.

Contact:
Malula González
Pace Hispanic Outreach Program
White Plains, NY 10603
(914) 422-2432

Dr. Mellander is a professor at George Mason University.

HO

NORTHERN ARIZONA UNIVERSITY

PROJECT MANAGER-#2183-98

Northern Arizona University, a mid-size state university with an enrollment of approximately 20,000 students, has two positions available for Project Managers in our Facility Services/Planning and Construction department. The successful candidates will oversee the activities of architects, engineers, special consultants, and contractors working on current university projects; formally document the design and construction process on all such projects; maintain accurate records of all significant project-related events; work with people from culturally diverse backgrounds; and provide insight and good judgement on projects at varying levels of difficulty utilizing strong interpersonal and management skills. For a full job description, visit our website or call the Human Resources Department.

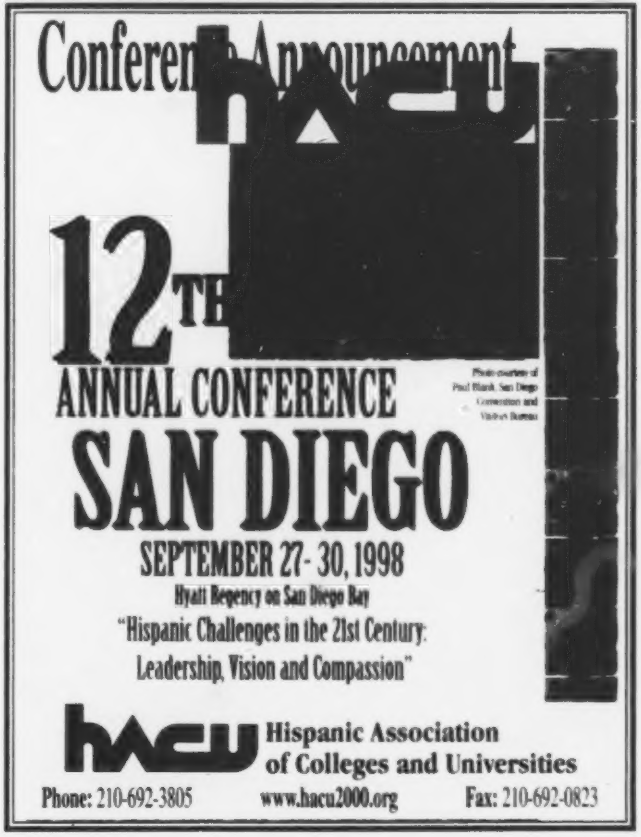
Minimum Qualifications: Bachelor's degree in Engineering, Construction Management, Architecture, or related field, and, five years of progressive experience in the design and construction of facilities projects preferred.

Annual Salary: $40,000-$50,000 depending on experience.

Application Procedure and Deadline: Submit a resume that includes specific work history and construction background, a list of three references (references will not be called until applicant is contacted), and a letter of application to: **Project Manager Selection Committee, Facility Services-Attn: Pam Krueger, Northern Arizona University, Box 6016-Building 77, Flagstaff, AZ 86011.** The position will remain open until filled, however, the reviewing of resumes will begin on June 15, 1998.

Further information concerning this position is available from:
Northern Arizona University, Human Resources Department, P.O. Box 4113, Flagstaff, AZ 86011-4113.(520) 523-2223 http://www.nau.edu/hr

NAU is an Equal Opportunity/Affirmative Action Institution. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.



Conference Announcement

12TH ANNUAL CONFERENCE

Photo courtesy of Paul Blank, San Diego Convention and Visitors Bureau

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Latinos in the Law

The Bar Is Within Reach

BY MONICA RHOR

Harvard. Yale. Columbia. The University of Pennsylvania. They are among the country's finest schools, so prestigious that they can almost guarantee a first-rate education and a top-ranked faculty. Almost.

Because for aspiring Latino lawyers, these ivy-covered universities fall astoundingly short in one key area: they count few, if any, Latinos among their law professors. And they are doing little to remedy the situation.

That's the assessment of the Hispanic National Bar Association (HNBA), which every year puts out a Dirty Dozen list of law schools with poor records for hiring Latino faculty. The HNBA represents 22,000 Latino lawyers.

In addition to Harvard, Yale, and Columbia, the HNBA's latest list includes the University of Washington, Duke University Law School, the State University of New York at Buffalo, New York University, Cornell, DePaul University, Baylor University, and Northwestern University.

Gregory A. Vega, President, Hispanic National Bar Association

According to the American Bar Association, there were 128,623 law students in 1996-97. Of that, 6,995–about 5 percent–were Latino. There were 2,429 students of Mexican heritage, 686 of Puerto Rican descent, and 3,880 of other Latino groups.

Several of the schools are long-time members of the Dirty Dozen. And Gregory A. Vega, a federal prosecutor in San Diego and the HNBA president, says that is the reason the organization must keep on highlighting the lack of Latino faculty. "It shows which universities are really interested in diversity, interested in encouraging Hispanic law students to attend," he said, "and those who simply pay it lip service."

The presence of Latino faculty is especially important these days in the wake of anti-affirmative action initiatives, which are having a chilling effect on the number of Latinos applying to law school, Vega noted. "The numbers have gone down," added Vega.

Lillian Apodaca, an Albuquerque-based lawyer and the organization's president-elect, said that the HNBA needs to take a pro-active approach. "We must work with all legal groups to ensure that the admissions process is dealt with in a fair and equitable manner," she said, "so that Latino students can go on to college and grad school."

The numbers were small even before attacks on affirmative action. According to the American Bar Association, there were 128,623 law students in 1996-97. Of that, 6,995–about 5 percent–were Latino. There were 2,429 students of

Mexican heritage, 686 of Puerto Rican descent, and 3,880 of other Latino groups.

"Latino law professors can offer a very unique perspective to all students, not just Hispanics," Vega said. "People who would say it's not necessary are wrong. Diversity is good. It's absolutely essential that Hispanics participate in every aspect of the legal system."

In addition, Vega believes that the presence of Latino law professors can do much to encourage Latinos to apply to law school. "They are role models for law students," he said. "Law students need to see that Hispanics have advanced in the teaching area."

There are, however, other obstacles as well. The hardest to overcome for many Latinos is the cost. "Our main problem is financial," said Vega, who himself had to struggle to pay his way through Valparaiso University Law School 18 years ago. The school had no Latino professors. "They are worrying about how to pay next month's rent and next month's tuition. All those things take away time from studying."

The HNBA is attacking that dilemma in several ways. First, by holding an annual convention designed specifically to raise money for scholarships, said Apodaca. In addition, said Vega, HNBA is forming partnerships with corporations such as Wal-Mart. Through the partnerships, the companies help provide scholarships and mentoring for Latino students.

"They recognize that they need Hispanic attorneys to do business in Central and South America," Vega said. "They have the vision to recognize the need to help Hispanic law students."

Need Is Growing

Even as the number of Latinos in law school is dropping, the need for Latino lawyers is growing, Vega pointed out. The Latino population has jumped 53 percent in the last 10 years, according to U.S. Census figures, and by 2005, Latinos will surpass African Americans as the nation's largest minority. In California, the most trend-setting state in the union, experts predict that Latinos will be in the majority by 2020.

Between 1995 and 2025, Latinos will account for roughly 44 percent of America's population growth. By 2050, according to national census projections, one of every four Americans will be a Latino. And as this country's Latino population continues to rise, so will the need for Latino lawyers.

But as recently as 1996, with a total of 880,000 lawyers in the United States, a mere 2.8 percent were Latino. "I'm worried that we will see a decline in Latino attorneys to service the ever-growing community," Vega said.

To help carve a trail for young Latinos, the HNBA runs a job fair at its annual conference, said Apodaca. About 200 to 250 third-year law students usually participate in the fair, which brings in recruiters from large law firms.

"A lot of these companies don't have access to identify Hispanic students," noted Apodaca. "This provides them with the opportunity to interview nothing but Hispanic students."

Most students walk away with a job offer, she said. But their struggle might not stop there. Retention is often more of a problem than hiring. "It involves dealing with a corporate or law firm climate that might not suit Latinos," she said. "They tend to be more people-oriented. They want to do some good, more public interest law." As a result, many Latinos end up in solo practice, with smaller firms, or in government jobs.

The Judiciary

The greatest hurdle for Latinos, however, might come at another level: the judiciary. "Although we have made advancements in the legal profession, we haven't made advancements there," Vega said.

At all levels, from the Court of Appeals to U.S. District Courts, there is a woeful underrepresentation of Latinos, said Vega, adding that as the Latino population grows, it is imperative for Latinos to be represented among judges, as they bring not only cultural awareness–they also have symbolic importance.

"Judges should rule following the law, but there's also the perception in the public about whether they got their day in court, whether they were heard," Vega said. "When you have an ever-growing Hispanic community, it's important to send a message. It legitimizes the process. You might not win, but at least you were heard."

Eyes on the U.S. Supreme Court

As part of their campaign to improve Latino representation in the judiciary, the Hispanic National Bar Association has set a high goal. A campaign is under way to ensure that the next Supreme Court Justice is a Latino.

"We believe very strongly that the next vacancy should be filled by an American of Hispanic descent," Vega said. "We are the only major constituency that does not have representation."

Vega pointed out that of the 970 law clerks who have served the nine current Supreme Court justices, only four have been Latino. "That is astounding," Vega said. "They play a very active role in helping justices screen cases."

Over the next decades, the Supreme Court will be hearing many issues that will directly affect the Latino population, making the need for representation even more critical, he said.

HNBA is forming partnerships with corporations such as Wal-Mart that help provide scholarships and mentoring for Latino students. "They recognize that they need Hispanic attorneys to do business in Central and South America," said HNBA president Gregory Vega. "They have the vision to recognize the need to help Hispanic law students."

Among those issues is the question of how to carry out the 2000 Census, which would determine legislative redistricting. Latinos are traditionally undercounted in the census. There might well be a host of cases involving affirmative action, welfare reform, and immigration–all issues that have an impact on the community.

"At the present time, we are without a voice on the court. Hispanics can bring a unique perspective to decisions," Vega said. "We are simply saying that diversity is what made this country great. Hispanics have a very large contribution to make in a large area."

New Mexico School Fires Two for Teaching Chicano History

Ethnic Studies or Biased Political Agenda?

BY INÉS PINTO ALICEA

School officials expressed particular concern over Patsy's use of a textbook, 500 Years of Chicano History, which presents the role of Mexicans in U.S. history, including discussions of how the Texas Rangers, long viewed as brave defenders of the frontier, tortured and killed many Mexicans.

School officials in a small New Mexico town fired two Latinas from their teaching posts for allegedly promoting a racist brand of Mexican American history in their classrooms and in a student club. The two sisters are filing suit over their firing, and their case has raised questions about academic freedom and free speech.

"It's a painful accusation, one that I don't know if I will ever get over," said Patsy Cordova, 47, who was fired in July 1997 along with her sister, Nadine, 40.

Patsy and Nadine Cordova

"They said we were teaching hatred towards Anglos in our classrooms. That was never discussed in my class. When you teach history, you teach tolerance."

A predominantly Latino school board fired the sisters for teaching Chicano history to their junior high and high school classes in Vaughn, a town of about 600 located about 107 miles southeast of Albuquerque. The community is more than 90 percent Hispanic, and the makeup of the school board, teachers, police officials, and elected officials in Vaughn reflects that majority. Nadine's lawsuit is tentatively scheduled to be heard in September in the U.S. District Court in New Mexico. Patsy plans to file her lawsuit once Nadine's case is under way so that school officials don't lump their cases together.

"They made accusations without any basis," said Nadine. "It's a crime."

The situation highlights the problems that teachers and school officials confront when trying to meet the growing demands from Latino activists and parents to incorporate the U.S. Latino experience, including its history and culture, into curricula in school districts nationwide. The Cordova sisters said they were trying to raise their students' ethnic pride through their teachings. They attribute the high national dropout rate of 30 percent in the Latino community to a lack of pride among students brought up in a society where being a Mexican American is sometimes viewed in a negative fashion. School officials said their teachings had gone too far.

"What is the goal or objective of teaching lies to our kids?" asked Nadine, who taught in the school district for 12 years. "Our kids need to know their history. It makes them more interested in school. It makes them proud and confident to know their own history. It's crazy not to teach kids what really went on."

The sisters' lawsuit says that school officials told them they were promoting a "biased political agenda" and "militant attitude" among students through their teaching and ordered them to suppress discussions of Chicano history and the civil rights movement in the classroom. School officials expressed particular concern over Patsy's use of a textbook, *500 Years of Chicano History*, which presents the role of Mexicans in U.S. history, including discussions on how the Texas Rangers, long viewed as brave defenders of the frontier, tortured and killed many Mexicans.

"The [school board] had approved both of our curricula before the school year began, and they purchased our materials," said Nadine, who used the same curriculum the year before and received an outstanding evaluation for her performance. "[School officials] seem to think that if the students don't learn [Chicano history], they will be able to keep the students in their place. But it's racist to say, 'you can teach Black history and you can teach about the Holocaust, but you can't teach Chicano history.'"

The teachers stopped using the forbidden curriculum and asked school superintendent Art Martínez to review a different curriculum, which they planned to use instead. The lawsuit says that Martínez never responded to their request and that the teachers proceeded to use the new curriculum. Art Córdova, president of the school board and one of the parties being sued, said that Martínez gave the teachers a curriculum he wanted them to use and they ignored it so they could proceed with their own. The school board later referred to that move as an act of insubordination.

A predominantly Latino school board fired the sisters for teaching Chicano history to their junior high and high school classes in Vaughn, a town of about 600 located about 107 miles southeast of Albuquerque.

"There is nothing wrong with teaching about César Chávez as long as it's in the proper classroom setting like in a history class," said Mr. Córdova. "They were teaching in an English class and a Skills for Living class, and they mainly focused on Chicano history."

But Nadine argues that they were using an integrated curriculum in their English classes, one that school officials knew about and that incorporated many elements–historical, cultural, societal, and political–to teach English.

School officials also ordered Nadine to disband a school club she sponsored called MEChA (Movimiento Estudiantil Chicano de Aztlan or, in English, Aztlan Chicano Student Movement) and to stop teaching "MEChA philosophy," the lawsuit says. MEChA students engage in community service projects and leadership training and learn about the history and culture of Mexican Americans. At one point, about one-third of the high school's 68 students belonged to the club run by Nadine. The club stopped meeting after school officials asked them to, but Nadine says that when she asked for clarification about what school officials meant by "MEChA philosophy," she was rebuffed. Mr. Córdova says that the club's problems arose after Nadine sought school funds for the club members to travel to Washington, D.C., for a protest march, something strictly prohibited by the State Department of Education. About 98 percent of the Vaughn school system's students are Latino.

Nadine argues that school officials were angered when some of the MEChA members shouted during a school assembly "*Que Viva la Raza, Que Viva el Chicano*," a rallying cry meaning "Long Live the People, Long Live the Chicano" and made popular by Chicano civil rights activists in the 1960s. Nadine said that school officials were simply trying to find an excuse to disband the group after receiving some complaints about the students' chants.

The arguments back and forth between the teachers, community leaders, and school officials reflect the divisions among Chicanos themselves and the Latino community as a whole over ethnic identification, class, and what it means to be an American.

"To teach students that Anglo colonizers are their enemy is to place a giant chip on their fragile shoulders," wrote Vaughn's school superintendent Martínez to the sisters in a letter as the dispute between the sisters and the schools escalated. But the sisters argue that their opponents and the school officials who fired them refuse to acknowledge their Mexican American heritage.

"The racism, if it exists, is among our own people," said Patsy, who taught for 23 years before being fired. "Many of our people want to be Spanish or Portuguese or French Canadian. But the whole world can see we are Mexican. We're not fighting Anglos. We fight ourselves."

Daniel Yohalem, the American Civil Liberties Union attorney representing Nadine, said that many of the sisters' opponents in the school board and local community claim to be of Spanish or European descent and do not want the teaching focus to be on Chicano history. Class is also an issue here, he says. Some of the sisters' opponents are wealthy landowners opposed to teaching Vaughn students about the efforts of César Chávez and the United Farm Workers to combat the exploitation of agricultural laborers.

"The events in this school district are peculiar and unusual," Yohalem said. "I don't know whether an Anglo school board would have been more tolerant and less hung up on the class issues."

Yohalem said the school board and superintendent violated the teachers' free speech rights by retaliating against the two women after they contacted the media and attorneys for assistance, and failed to give them due process by not following school procedures in resolving the situation.

Esau Herrera, vice president of the National Caucus of Hispanic School Board Members and a school board member of the Alum Rock School District in San Jose, Calif., said he is "dismayed that small-minded people have prevailed" in Vaughn and that the firing sends a message to Latino teachers "that their history and their culture are not important."

While the courts resolve their cases, Nadine said, she and her sister have been looking for jobs, but she intends to return to college to further her education. Both have moved to Albuquerque, away from the chaos of their situation. In September, the two were awarded the Guardian of the Constitution award from the New Mexico Civil Liberties Union, and they have spent much of their time speaking out on their case.

"You can't bring closure to this and you can't really make many plans until this situation is resolved," said Patsy.

> ***"The racism, if it exists, is among our own people," said Patsy, who taught for 23 years before being fired. "Many of our people want to be Spanish or Portuguese or French Canadian. But the whole world can see we are Mexican. We're not fighting Anglos. We fight ourselves."***

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The Savannah College of Art and Design is a private, non-profit, accredited, tax-exempt college.

- The Savannah College of Art and Design is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404.679.4501) to award bachelor's and master's degrees. The five-year bachelor of architecture degree is accredited by the National Architectural Accrediting Board.
- The college offers bachelor of fine arts, master of fine arts and master of arts degrees in 17 major areas of study including architectural history, art history, computer art, fashion, fibers, furniture design, graphic design, historic preservation, illustration, interior design, industrial design, metals and jewelry, painting, photography, sequential art, and video. Also offers the bachelor of architecture degree and the master of architecture degree.
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- A low student/faculty ratio is maintained at the college, with small classes taught by caring, dedicated faculty who hold terminal degrees and/or other outstanding credentials in their fields.

Counseling Center

Position Announcement

The Counseling Center at Chicago State University seeks a counselor/therapist for a tenure-track twelve month position. Position requirements include: a master's degree in counseling plus 30 hours in an appropriate field; demonstrated skills in sexual assault counseling and rape prevention education; knowledge of adolescent and young adult development; demonstrated skills in brief model therapy; excellent written and oral communication skills; experience working with a multicultural and multi-ethnic college population; and some teaching experience. A doctorate in counseling psychology from an APA approved program or related field preferred. Bilingual (English/Spanish) skills a plus. Duties include: individual and group counseling for personal, social, sexual, educational and vocational concerns; conducting intake interviews; crisis intervention; on-call duty rotation evenings and weekends for resident students; providing outreach services; and conducting psychoeducational workshops and presentations. Send a letter of application, current vita or resume, and three current letters of reference from professionals who know your work well to: **Dr. Jerald Henderson, Acting Director, Counseling Center, Chicago State University, 9501 S. King Drive (SUB-190), Chicago, Illinois 60628.** Completed applications must be submitted by July 10, 1998. CSU is an equal opportunity, affirmative action employer.

Law School Marked by Compassion and Innovation

Southwestern University Breaking New Ground

By Vanessa Flannery

This year, Southwestern mounted innovative Alternative Dispute Resolution programs designed to reach 1,200 Hoover elementary students. The programs serve as a model for at least 10 other law schools in southern California and Hawaii.

At Hoover Street Elementary School in downtown Los Angeles, nearly 90 percent of the students report having witnessed the murder of friends or relatives. Many of these same children have immigrant parents who receive no food stamps or state aid despite their annual earned income of $7,000 or less.

This same Hoover Street group is an outreach target of Southwestern University School of Law, located in the Wilshire Center area of the city. Every year, Hoover students can test their capabilities as prosecuting attorneys, defense counsel, and assistant judges during mock trials conducted by faculty and students from Southwestern.

Southwestern University School of Law

Last year, after the children were treated to lunch and a tour of the law school, they were surprised by a staged theft complete with a police car and officer on the scene. Following the theft, the elementary students, along with the Southwestern students, took part in the mock trial of the arrested suspect. Southwestern law students even acted as translators for those elementary students not yet proficient in Spanish.

The Hoover students were amazed and inspired that they could access the law in Spanish. Adding to their astonishment was the introduction of the "judge," played by faculty member Eileen Guana, who entered the courtroom and proceeded to address the court in Spanish.

Cynthia Peters, associate director of public information at Southwestern, says, "The kids were amazed that a Latina woman could be a judge and would speak to them in their own language." She adds, "We get a lot of letters from the students at Hoover Elementary School saying that they want to be lawyers now."

That's just what college officials were hoping for. Through an 11-year involvement with Hoover, Southwestern has tried to inspire self-esteem and confidence in the children while exposing them to law and higher education. Last fall, more than 40 Southwestern student volunteers visited Hoover to discuss alternative dispute resolution (ADR) within the context of the story "The Three Little Pigs." This year, Southwestern mounted innovative ADR programs designed to reach 1,200 Hoover elementary students. These programs now serve as a model for at least 10 other law schools in southern California and Hawaii.

William Morey, a native of Nicaragua who remembers being inspired by the Southwestern students when he attended Hoover Elementary, is now a sophomore at the college. He continues Southwestern's tradition of community service by coordinating the Volunteer Income Tax Assistance Program (VITA), which offers tax advice in English, Spanish, and Korean to low-income residents. Law students participating in VITA are trained by the IRS and the Franchise Tax Board to act as tax counselors during the months of March and April. Last year, they served approximately 130 residents and won the Site of the Year Award from the American Bar Association/Law Student Division. Morey, who now promotes the VITA program to other law schools, says it is "an important step in serving the communities and building goodwill towards the legal profession."

Morey also hopes that law firms and other prospective employers will reinforce these programs by looking at law students' extracurricular and community activities when making decisions to hire. "I think sometimes the community gets brushed aside by some students in the race to be in the top of the class. It's a balancing act between your commitment to school and your commitment to your community. It's not all about being on the law review."

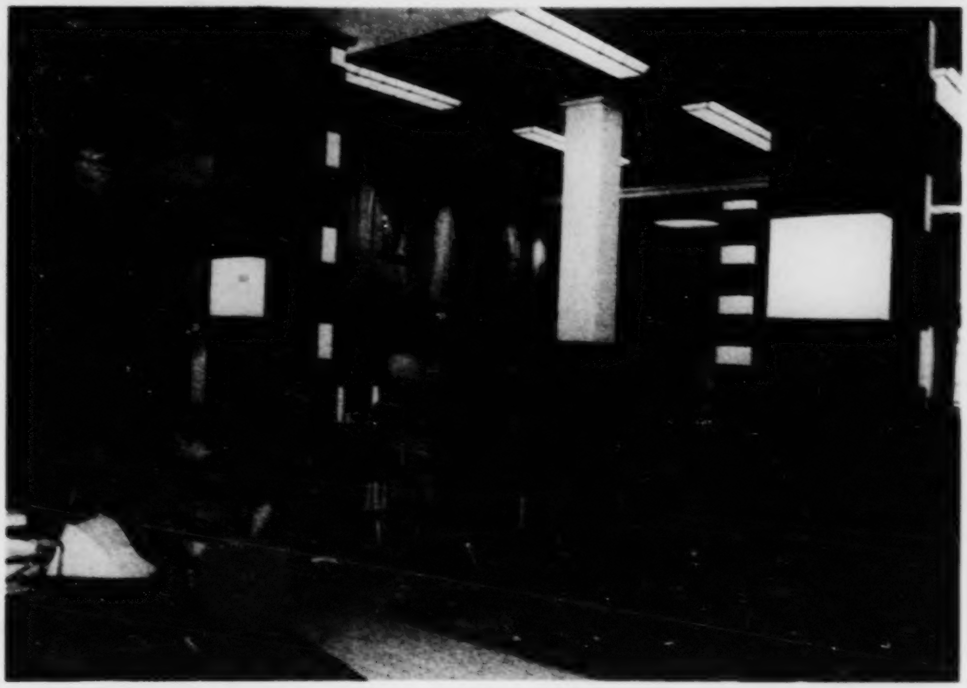
Founded in 1911, Southwestern's legal programs break new ground, e.g., the nation's only two-calendar-year curriculum, which attracts many second-career students who want to combine their previous education or experience with a law degree.

Attitudes such as Morey's, which reflect Southwestern's extensive commitment to outreach programs, might run contrary to the public's image of a law school, but not for one that considers itself "at the forefront of legal education."

Founded in 1911, Southwestern University School of Law enrolls 1,160 students in legal programs that break new ground. It is home to the nation's only two-calendar-year curriculum, which is equivalent to the traditional three-year law school education. Known as Southwestern's Conceptual Approach to Legal Education (SCALE), it has attracted many second-career students who want to combine their previous education or experience with a law degree. SCALE students complete law school and return to the workforce in record time, having received comprehensive training for the rigors of legal practice.

One of 700 alumni of the program, Harry Dalton y Valadéz, recalls that he became interested in law school after working as a translator for the Federal Emergency Management Agency. Although he had been promoted to supervisor and placed in charge of 37 case workers, he became increasingly drawn to social and political activism and decided that he could be more influential as a lawyer. He decided to enter law school through SCALE.

"It was a perfect match," says



Inside the Southwestern University School of Law Library

Dalton y Valadéz. "In my class, there were engineers, architects, and bankers, so I was able to develop relationships with people from completely different backgrounds.

"We often worked in pairs in case-planning, fact-gathering, and preparing for trial, and the variety of experience of the group made the process more creative and realistic."

Upon graduation, Dalton y Valadéz opened a law practice in Oakland, Calif., where he works with the Center for Juvenile and Criminal Justice of the San Francisco Sheriff's Department.

Southwestern has taken aim at recruiting other nontraditional students by offering the PLEAS program, one of the few courses of study of its kind offered at an American Bar Association-approved school. PLEAS is one of the only programs in the country designed specifically for students with childcare obligations. PLEAS students complete their degree requirements in four years of part-time day study. Students are able to arrange their schedules so that their class day ends at 2:45 p.m., about the same time most children are released from school.

It is also possible to complete a Southwestern law degree in four years by going to a school part time in the evening. Such is the case of Sharon Escalona-Olsen, who combines the demands of law school with her roles of wife and mother of a young daughter. Escalona-Olsen is a fourth-year part-time evening student at Southwestern and the 1997-98 regional president of the Hispanic National Bar Association/Law Student Division. She is the fifth consecutive Southwestern student to be elected to this position, in which she acts as a liaison between the 17 schools in the region and the HNBA/LSD National Board, and between the law student division and the Mexican American Bar Association.

Southwestern recruits nontraditional students. Students with childcare obligations can complete their degree requirements in four years of part-time study that ends by 2:45 p.m. It is also possible to complete a Southwestern law degree in four years by attending school part time in the evening.

She has also brought her background in technology to her position in the formation of a Web site for the Western Regional Law Student Division of the HNBA.

Southwestern developed these programs as a pro-active measure to encourage equal access to the legal profession. Students and faculty point out, however, that the larger legal community is not always as responsive to alternative programs and minority representation in general. Specifically, concerns have been voiced that employers might prefer students who have gained their degrees through traditional three-year programs.

Foreign, Comparative and International Law Collection area of the Southwestern University School of Law Law Library

Escalona-Olsen has experienced this attitude firsthand and says, "There are several employers and potential employers whom I've encountered who do not look very favorably upon these programs. But in reality, as an evening student or PLEAS student, you don't get any breaks–it's often the exact same material.

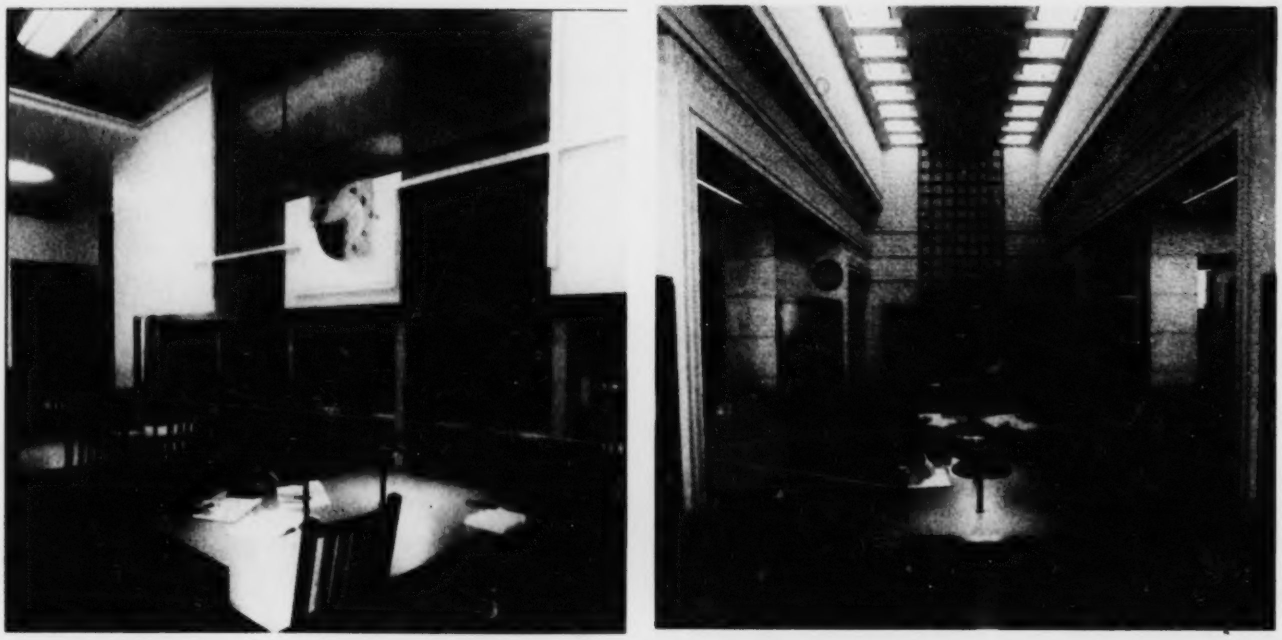
"Trailblazing has its downsides. You might earn your stripes a lot harder as a student, but there are a lot of people out there who won't look favorably upon that."

Nevertheless, Southwestern continues its long history of supporting diversity and compiles an admirable track record in the process. Last year's entering class was 50 percent female and 39 percent minority. In 1997, *HO* cited Southwestern as one of the top graduate schools for Hispanic students. Southwestern received as well the LEXIS-NEXIS Law School Racial and Ethnic Diversity Award from the California Minority Council Program.

Dean Leigh Taylor, on accepting the award, commented, "Southwestern has always had a commitment to diversity. Even in this political atmosphere that would turn back the clock, we will continue to [be committed to diversity]–not simply because of the educational benefits of diversity–but because it is the right thing to do."

Although the admissions statistics and awards are impressive, professors such as Eileen Guana understand that the battle is far from over.

"We're in a period of retrenchment with the commitment to diversity nationally and with the attacks on affirmative action," says



Southwestern University School of Law, Reference Room with clock designed by Jock Peters

Guana. "These sorts of movements send a very destructive message to students of color–a message that 'We don't care what the structural roadblocks are to your advancement. We are going to apply this so-called race-neutral criteria, and if you can't cut it, that's because you are dumb.'

"Now many institutions of higher education are just as troubled as I am by this message, but it is out there. The biggest short-term task for people who care about diversity, care about the advancement of people of color, is fighting for a process that will systematically encourage young, bright minds.... That's what we as educators need to focus our attention on right now."

Art Deco Landmark Becomes Law Library

In a novel twist, Southwestern University School of Law purchased, renovated, and restored a nearby Art Deco building–saving a historic landmark from abandonment and gaining a state-of-the-art law library. The building, formerly the flagship of the Bullock's Wilshire department store chain, was erected in 1929. The exterior is clad in terra cotta and copper and topped by a 241-foot tower. Its 230,000-square-foot interior was decorated in styles ranging from Bauhaus to Art Deco to Mayan.

The store was once as much a part of the fabric of Los Angeles as the Hollywood Bowl and was placed on the National Register of Historic Places in 1973. Over the years, various renovations covered up some of the historic elements, such as its variegated ceilings and brick work. In 1993, the building's owner filed for bankruptcy and closed the store.

As the building sat vacant and shuttered, Southwestern adapted its campus-expansion plans to save the landmark, purchasing it in 1994 as the site of its new Law Library. The renovation team was committed to restoring the building's former grandeur and conducted exhaustive research to maintain the original character of the structure. Construction on the building took more than a year and cost in excess of $10 million.

The resulting space has been called "impressive and distinctive." Original store columns have been clad in sycamore with copper detailing and light panels. Molded tile was cleaned and restored, new carpets patterned after the original were created, and myriad lost architectural details were rediscovered.

In addition, the building was brought to code and restructured to the needs of a state-of-the-art law library. The elegant space contains 380,000 volumes, 96 networked computers, and 296 custom-designed study carrels, all cabled for future network connections. The final product has been called the finest adaptive reuse in the state.

The renovation project has received numerous design awards: 1998 Los Angeles Headquarters Association Education Award for its historic renovation; the Associated Builders and Contractors' Award of Excellence in Historical Restoration; the City of Los Angeles Cultural Heritage Commission Award in the Institutional/Religious category; and the 17th Annual Rose Award for Excellence in Renovation.

Perhaps most importantly, the building has received acclaim from the law school community and from Southwestern students. As one second-year law student says, "Our library has so much history to it. As soon as you walk to the front door, the books, the style, and the history of our library inspire a person to write more and study more."

Young Leaders in Great Debate

High School First-year Students Gather at Austin College

BY
GUSTAVO A. MELLANDER

Nearly 300 Hispanic high school first-year students from throughout Texas will gather at Austin College in Sherman to compete for the 1998 Silver Cup in the National Hispanic Institute's (NHI) Great Debate. The Great Debate is the finale of NHI's Young Leaders Conference, taking place June 4-7.

Developed in 1986 with 54 students, the Young Leaders Conference is the combined efforts of highly motivated Hispanic students, dedicated parents, high schools, colleges, universities, and their respective communities.

Student participating at Austin College's NHI Great Debate

The Young Leaders Conference is designed to empower Hispanic students to put their ideas into motion. Students are expected to persuade and convince people through effective written and oral communication. The Great Debate tournament was designed by NHI to challenge eligible students to excel, compete with their peers, and become one another's toughest critics and teachers.

Participants this year will debate current Hispanic issues, such as the Cuban embargo, Hispanic leaders outside the U.S., nuclear waste sites in predominantly Hispanic communities, and the Treaty of Guadalupe Hidalgo.

The judges of the Great Debate will be trained college students and will include past conference participants and others who are members of NHI. The Great Debate administrators are college juniors and seniors as well as NHI members interning at the institute over the summer.

The Great Debate is a double-elimination tournament divided into three events. These categories incorporate topics of concern and interest to the students and to the Hispanic community. Each debate event runs from nine to 45 minutes.

Participants this year will debate current Hispanic issues, such as the Cuban embargo, Hispanic leaders outside the U.S., nuclear waste sites in predominantly Hispanic communities, and the Treaty of Guadalupe Hidalgo.

In Cross Examination debate, students will battle over the issue of whether quotas are an effective means of ensuring increases in Hispanic college student enrollment. Teams must be prepared to argue for and against the issue. They must demonstrate through persuasive speaking and argument whether this policy is effective and whether the disadvantages outweigh the advantages.

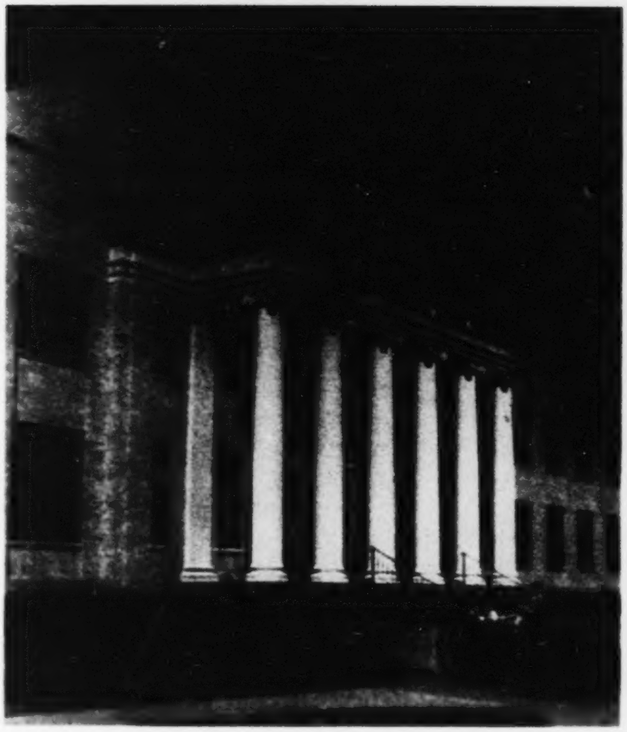
The Mock Trial event argues the issues of large versus single-member electoral districts.

Finally, Extemporaneous Speaking contestants must offer recommendations that will substantially improve the quality of education for Hispanic high school youths, including the environment in which they are being educated.

The awards ceremony of the Young Leadership Conference is designed to recognize each student's participation, performance, and achievement. These awards are allotted to individuals, such as the Best Performance by a female and by a male, and for collective groups. The Silver Cup is given to the best region and can be won only by having the highest team score.

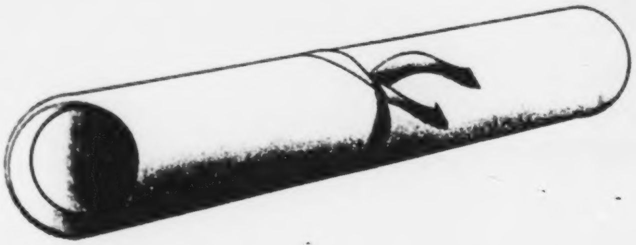
The National Hispanic Institute is a private nonprofit organization dedicated to improving the number of opportunities that recognized Hispanic student leaders have in both their personal lives and careers. NHI helps Hispanic students to realize their potential and to set and achieve high goals.

Austin College, in Sherman, Texas, serves as continuing host for the annual conference.



Austin College, Sherman, Texas

The Honor Roll



Cleveland State University
Cleveland-Marshall College of Law

BY ROGER DEITZ

Cleveland State University's Music and Communication Building with [illegible]-story James A. Rhodes Tower in background

Cleveland-Marshall College of Law in Cleveland, Ohio, was founded in 1897 as a proprietary night law school–the Cleveland Law School. Fifty years later, it merged with John Marshall School of Law. In 1969, the law school affiliated with the newly formed Cleveland State University, one of 15 public universities and medical colleges in the state of Ohio. Last year, the venerable law school marked its centennial year with the dedication of The Cleveland-Marshall Law Library, a new facility for "teaching, learning, and researching," which has been called "grand by any measure."

It is, in fact, a most impressive four-story, light-flooded structure of glass and brick. With 85,000 square feet of usable space, it is also the largest academic law library in the state of Ohio. The building was designed by Ellerbe Becket Inc. of Minneapolis with Collins, Rimer & Gordon Architects Inc. of Cleveland.

The construction of a state-of-the-art law library is only one example of the revitalization that has swept the city of Cleveland, which now boasts such high-profile modern structures as The Rock and Roll Hall of Fame. Yet it is more than buildings that invigorates the city. Cleveland State University, a progressive urban institution located in the heart of downtown Cleveland, provides strong undergraduate and graduate programs. Because it builds for its diverse students a future as solid as its inner city structures of steel and concrete, Cleveland State University, with its noted Cleveland-Marshall College of Law, is the latest installation on the *Hispanic Outlook* Honor Roll.

The roots of Cleveland State can be traced to an educational program offered by the Cleveland YMCA in 1870. In 1929, that early program turned into Fenn College and became renowned as a pioneer in the development of internship programs for engineering and business students. In 1964, Cleveland State's undergraduate program was chartered from Fenn

Clare A Van Ummersen, Ph.D., President, Cleveland State University

College as an act of the Ohio General Assembly to provide "state-assisted, comprehensive programs of higher education for citizens of Northeast Ohio." Today, 15,735 students attend Cleveland State University on an urban campus of about 82 acres and 37 buildings. Undergraduates make up 69 percent of its population. The university offers 70 undergraduate majors and programs that include business, arts and sciences, engineering, education, and urban affairs.

Cleveland State's James J. Nance College of Business Administration is one of the largest business schools in Ohio. The College works closely with Cleveland's corporate community to help students gain experience in their chosen fields. Business students at Cleveland State have received numerous state and local accolades, and CSU student teams have won the Deloitte Touche Challenge seven out of the last 10 years. The Fenn College of Engineering features Cleveland State's award-winning Advanced Manufacturing Center (AMC), where students receive hands-on instruction in manufacturing design. Engineering students are encouraged to enhance their academic programs through independent study and cooperative work/study programs. The Maxine Goodman Levin College of Urban Affairs is rated one of the top 10 in the nation, offering students research and practical opportunities within the Cleveland metropolitan area through field experience such as rebuilding urban neighborhoods or predicting the effects of urban development.

There are also wide-ranging opportunities in graduate education

Honor Roll Facts in Brief

INSTITUTION:
Cleveland State University

LOCATION:
Office of Admissions
1983 East 24th Street
Cleveland, Ohio 44115-2440

ESTABLISHED:
1964

ENROLLMENT:
15,735

DEGREE OFFERINGS:
Doctorate (including Juris Doctor)

ANNUAL TUITION:

Undergraduate	$1,152
Graduate	$1,683.50
Law	$3,552.25

per semester for Ohio residents

NUMBER OF FACULTY:
506 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Pre-Law, Pre-Med, Pre-Dentistry
Classical and Medieval Studies
Dramatic Arts
Health Care Administration
Information Systems
Early Childhood Education

INTERNET (Website) ADDRESS:
http:///www.csuchic.edu

at CSU, including 31 master's and six doctoral-level degrees in areas that address Ohio's economic and social needs. The Cleveland-Marshall School of Law offers unique study programs that combine business law and healthcare law. It is ranked sixth in healthcare law by *U.S. News & World Report*. Cleveland-Marshall has been accredited by the American Bar Association since 1957 and has been a member of the Association of American Law Schools since 1970.

Cleveland-Marshall's heritage is one of offering high quality legal education to students of diverse social, economic, religious, and ethnic backgrounds. Its 7,500 alumni have distinguished themselves in legal and public service careers and corporate affiliations throughout the Cleveland area, the state, and the nation.

Cleveland State's student population is diverse, with 54 percent women and 25 percent minorities. Nearly 96 percent of its students are from Northeast Ohio, and 85 percent of graduates remain in the Cleveland area. Of the 506-member full-time faculty, more than 96 percent have terminal degrees. The Law School faculty numbers 45 full-time members. 2,448 CSU students are African American; 356, Hispanic; 47, Native American; and 424, Asian.

President Claire Van Ummersen avows, "From its founding, the university has maintained a steadfast devotion to the education of men and women from diverse backgrounds."

"By any measure," she adds, "Cleveland State University is a resource to Northeast Ohio–contributing to the economic vitality of the region, providing access to top-quality education for all students, producing graduates who become community leaders as well as the backbone of the area's workforce, and establishing partnerships to create solutions to area problems."

One such partnership is the Diversity Institute of Greater Cleveland, an innovative community resource offering diversity-focused education to public- and private-sector employees. It was established by Cleveland State University, the Greater Cleveland Roundtable, and the National Training Laboratory Institute for Applied Behavioral Science.

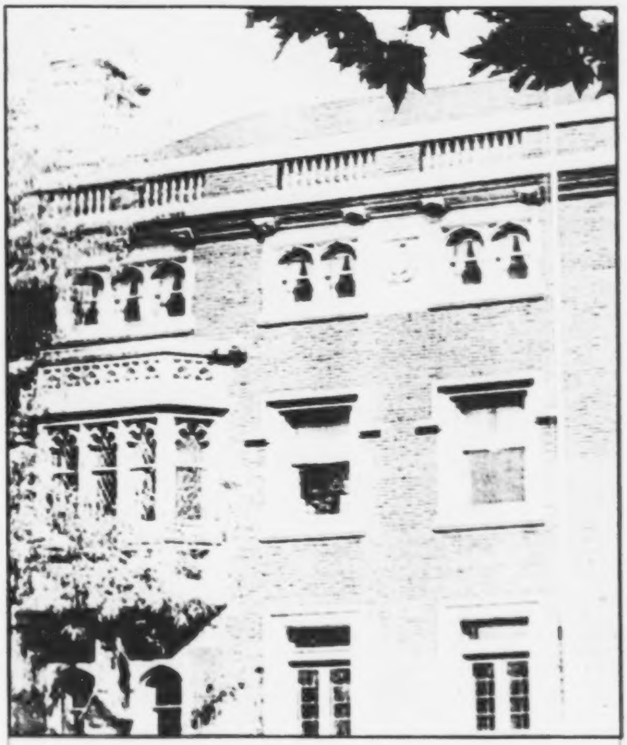
Upcoming offerings include an Executive Forum on Diversity, a two-day program to help CEOs, executive directors, and senior executives understand the personal and institutional impact of racism and sexism. It aims to identify strategies to capitalize on the opportunities that diversity provides. Also being offered is an 18-month Diversity Management Certificate Program to build skills in managing organizational change from a diversity perspective.

"Our educational philosophy at Cleveland State," says Dr. Ummersen, "is to encourage an interdisciplinary approach to teaching in order to prepare students to appreciate change and to develop a capacity to create solutions to the problems of the 1990s and beyond. The university attempts to create an environment where the individual, the curriculum, and the community interact to achieve the highest levels of learning."

As it marked the centennial of the Cleveland-Marshall College of Law, the institution celebrated a legacy of access and opportunity that few other law schools in the state could match. When the Cleveland Law School opened its doors in 1897, it was the state's first law school to admit women and one of the first to admit minorities. Many of the early students were immigrants or the sons and daughters of immigrants. Today, women make up over 45 percent of the student body, many of them balancing law school with family and career responsibilities. Minority students from around the country are an integral part of the student body as well. For the fall of 1997, of the total law school enrollment of 906, 113 were minority students.

Dean Steven H. Steinglass was named the 12th dean of the Cleveland-Marshall College of Law in the centennial year of the law school. Dean Steinglass notes, "Cleveland-Marshall has a proud history of offering many generations of aspiring attorneys a legal education that is high in quality and low in cost. I pledge to continue that tradition.

"Over the past 100 years, Cleveland-Marshall has grown from a small night law school occupying a few rooms in a downtown office building into a university-based law school with both part-time and full-time programs, a nationally prominent faculty, and a diverse, talented, and hard-working student body. With a strong program of professional skills, including solid clinical and legal writing programs, with a broad array of traditional, perspective, and specialty courses, and with a superior new law library, Cleveland-Marshall is ready to provide the next generation of outstanding lawyers, judges, business persons, and public servants with a legal education that will serve our graduates well into the 21st century."



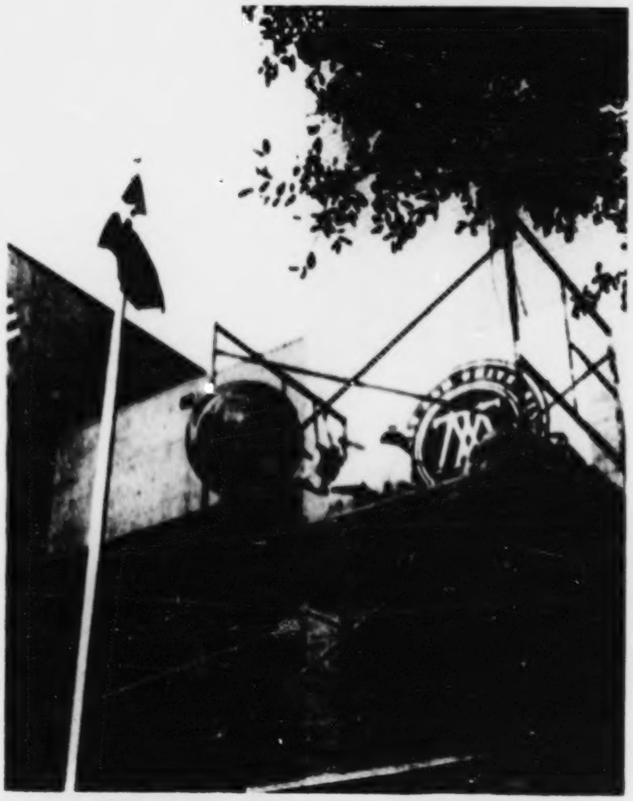
[illegible] Mather Mansion on Cleveland State University campus

South Texas College of Law and Texas A&M Join Forces

And, for Openers, a Joint Lawsuit

> ***Don Powell, chairman of the Texas A&M Board of Regents, applauds the agreement. "This links the seventh largest public university in the nation with one of the 15 largest law schools, a union of immense potential benefit both to the schools involved and to the people of Texas."***

This past January, in an unprecedented move in higher education, Texas A&M University and South Texas College of Law signed an affiliation agreement. The affiliation represents a first for both institutions. It gives Texas A&M, the oldest public higher education institution in Texas, direct-name relationship with a law school. South Texas College of Law, in turn, attains affiliation with a major university and the recognition that secures.



New signage marks the affiliation between South Texas College of Law and Texas A&M

The affiliation has met with some controversy. In mid-April, South Texas filed suit against the Texas Higher Education Coordinating Board, whose chairman, says the Law Center, has publicly questioned the affiliation, holding that the Board should have been consulted before the agreement was signed.

"This dispute was moved from the political arena to the legal arena when the Coordinating Board chairman requested an Attorney General's opinion on the legality of the argument," says the law school's President and Dean Frank T. Read. In its April suit, the school requested a declaratory judgment, a binding ruling. South Texas is asking that a judge determine–after examining all the evidence produced, reviewing the law, and potentially hearing witnesses–whether the contract is legally sound.

The affiliation itself remains intact, and there is no dispute between the law school and Texas A&M.

Don Powell, Chairman of the Texas A&M Board of Regents, applauds the agreement. "This links the seventh largest public university in the nation with one of the 15 largest law schools, a union of immense potential benefit both to the schools involved and to the people of Texas."

Harry Hutchens, South Texas Board Chairman, and alumnus, says that this affiliation will enhance employment opportunities for all alumni. "We believe this will put long-standing concerns about name recognition to rest forever."

The terms of the agreement maintain South Texas' independent private, nonprofit status. The law school will not become part of the Texas A&M system. No state tax dollars will be used by South Texas, other than the tuition-equalization grant money already being utilized, and tuition remains the same.

President and Dean Read calls it a win-win situation for Texas. "This is the single finest example of public/private partnership I have seen in higher education in America."

Dr. Ray M. Bowen, Texas A&M University president, notes that an affiliation with a respected law school will contribute significantly to Texas A&M's goal of establishing itself among the nation's top 10 public universities by the year 2020.

"Even if we were authorized by the state to do so, creating a new law school for ourselves would cost, conservatively, $150 million," says Bowen. "With the affiliation we create today, we overcome that challenge in a constructive, widely beneficial manner.

"We are especially proud to have this high-visibility presence in Houston, the home of so many of our former students and the area that provides more students annually than any other part of Texas," says Bowen. "We welcome the chance to join South Texas as a good corporate citizen of the Houston community."

"Even if we were authorized by the state to do so, creating a new law school for ourselves would cost, conservatively, $150 million," says Dr. Ray M. Bowen, Texas A&M president. "With the affiliation we create today, we overcome that challenge in a constructive, widely beneficial manner."

Both Bowen and Read vow to work closely with other law schools in Houston for the betterment of legal education. Those potential collaborators include the large and strong law school of the University of Houston, believed by some to have been a major factor in the controversy over the affiliation agreement.

Texas A&M appoints one-third of the South Texas Board of Directors. The day-to-day operations and hiring authority of South Texas remain independent. Input from the Texas A&M provost is required when hiring faculty and future deans.

The South Texas College of Law student body consists of 1,200 students, 21 percent of whom are minorities: 12 percent are Hispanic; 15 percent of the students are Texas A&M alumni.

The law school is 74 years old, debt-free, and currently occupies two full city blocks in downtown Houston.

Texas A&M University, located on a 5,100-acre campus at College Station, 90 miles northeast of Houston, has 41,000 students on its main campus pursuing degrees in more than 150 fields of study, including pre-law.

Left to right: Frank T. Read and Dr. Ray Bowen

We thank Sheila Hansel, of the public information office of the South Texas College of Law, for contributing much of this article.

Olga Moya: Tenured Latina Law Professor

Of Mixed Emotions and Toxic Torts

BY

ADALYN HIXSON

Olga Moya was recently granted tenure at the South Texas College of Law, making her part of a select, talented group of Latinas nationwide.

Before becoming a professor, she worked extensively in farm policy and the environment. Professor Moya answers HO*'s questions about her life, her work, and her beliefs.*

Olga Moya, associate professor South Texas College of Law of Texas A&M University

> ***"I'm now in my seventh year as a law professor. I find that the more time I spend studying the law, the more respect I have for our American legal system."***
>
> OLGA MOYA, J.D., PROFESSOR, SOUTH TEXAS COLLEGE OF LAW

HO: Farm policy and Hispanics–getting better? Getting worse?

MOYA: I grew up as a migrant farmworker. Our home base was the Rio Grande Valley of Texas. I was born and raised there. During the summer months, my parents would pack up our car with their five daughters and dog (and sometimes even Grandma would come along), and head north to the Midwest states of North Dakota, South Dakota, Wisconsin, Wyoming, and Idaho in search of agricultural field work.

I recall doing this every summer from about age five to age 16. Working and living conditions at all of these places were deplorable. The huts provided for living would be old, condemned buildings or other unfinished rooms without any running water (thus no toilets or place to wash dishes or shower), and if any electricity was available, it was under dangerous fire-hazard conditions.

The fields were worse. We were never provided with drinking water or soap and water to wash our hands. Needless to say, not once was a port-a-potty provided either. As a young pre-teen girl, very embarrassed to pull my pants down in front of anyone, and especially in front of strangers, my sisters and I learned to "hold it in." When that was not possible because of the very long workdays (sun up to sun down), we were forced to be humiliated by relieving ourselves in public.

Is it getting better? No! Can you believe it? It's 1998, and conditions for farmworkers are not, as a whole, any better. Some new laws are in place demanding better working and living conditions, but the agencies responsible for enforcement find it convenient and easy to ignore these laws because these workers have always been mostly new immigrants, with little ability to hold their employers and the government accountable. These people are truly a "forgotten class."

How often does your average American having a healthy meal think about the people who helped harvest the meal? It's amazing to me that yearly we celebrate Thanksgiving and think about the farmers who produce our meals, along with the pilgrims and Native Americans who shared their crops and techniques with the new Americans, yet no one stops to think about and thank our "newest" immigrants and all their hard work and contributions to both rural and urban America.

HO: Environmental Issues? Border areas?

MOYA: Today, my area of expertise as a law professor is environmental law. I recently published a book, ***Federal Environmental Law: The User's Guide***. It's being used nationwide in law schools and in colleges by students studying environmental law and environmental science, and by business students studying how to keep their future businesses in compliance with these laws and regulations.

Are there environmental issues affecting Hispanics? Absolutely. I am specifically concerned about environmental justice issues (a.k.a. environmental racism). For some odd and ironic reason, this country failed to be visionary about the potential to pollute our natural resources and, specifically, [the habitats of] people of color and low-income earners. Most of the illegal dumping and even the legal polluting activities are located in our neighborhoods. It's only been in the last five years that industry and government have admitted that their policies and practices have unduly and disproportionately affected these classes of people. Much work and cooperation still needs to be accomplished to stop these atrocities.

Our border areas are prime examples of environmental justice problems. It seems to me that the closer to Mexico that you live, the less likely it is that Uncle Sam will protect your rights as U.S. citizens under the Constitution.

HO: Your resume says that you teach a course in Toxic Torts. What is a Toxic Tort?

MOYA: Basically, the law of torts deals with allowing an injured person to seek compensation (through a lawsuit) for his injuries (be they to his person or his property) from the wrongdoer, the tort feasor. In "toxic torts" we study about the law of compensation for the wrongful action of industry (and others) in polluting the land, air, or water and causing injury to persons or property.

We also study the law of compensation for damage caused by consumer products that turn out to be "toxic," such as employees being injured by asbestos products they installed, or for inhaling dangerous fumes in their workplace, or people who ingested pharmaceutical drugs like Bendectin to avoid nausea during pregnancy, that might in turn have caused birth defects in the fetus. It's a really interesting and fluctuating area of the law as courts struggle to decide on the type of evidence and expert testimony they will admit at trial to prove or disprove causation of harm.

> ***"I said a few words to the farmers, standing up for our rights as best as a seven-year-old can. I distinctly remember one of the men saying, 'Get that smart Mexican kid out of here.' I remember thinking that there should be laws against breaking promises and that I would look into it when I grew up."***

HO: Who and what inspired/motivated/enabled you to enter the law field?

MOYA: Well, several people and events inspired me. I distinctly remember an instance in the summer of 1967. My father had received a letter from a group of farmers asking him and his family to come work for them to hoe 100 acres of beets at $50 an acre. That meant that as a family we would be able to earn in a couple of months what normally took my dad over a year to earn in the Valley making minimum wage. My dad calls them and accepts the offer and arranges a day for us to arrive and begin work.

Upon arrival, the farmers call my father into a meeting room. I beg my dad to allow me to go with him. I was the tomboy who always felt a strong obligation to look out for him (he is illiterate and doesn't speak good English). At this meeting, the farmers proceed to explain to Dad that they cannot afford to pay $50 an acre, but instead will pay $10 an acre, if he accepts.

My dad checks his wallet. We didn't have enough to pay for gasoline to return from North Dakota to Texas. He explains to me that he had quit his job in the Valley and, thus, at least this job was secure even if at very low pay. I said a few words to the farmers, standing up for our rights as best as a seven-year-old can. I distinctly remember one of the men saying, "Get that smart Mexican kid out of here." I remember thinking that there should be laws against breaking promises and that I would look into it when I grew up.

When I was around 13 years old, I met and began baby-sitting for a couple. They were high school teachers. Tom and Judy Rowland taught civics and English, respectively. My older sister Gloria was one of their students. The Rowlands took the time to explain to me that my excellent grades in school meant that I could grow up to be anything I wanted, such as a doctor or lawyer.

No one had ever talked to me about career options or possibilities. My parents' goal for my sisters and me was to graduate from high school and marry so that there would be someone to provide for us. Graduating from high school was and still is a difficult task for any migrant student because many families leave their home base before the end of school in May and do not return until October or November. All of my migrant peers dropped out of school.

The Rowlands continued to talk to me throughout my junior and senior high school years. They convinced me to go away to a good university for my college education. My senior year in high school, Mr. Rowland was my civics teacher. He probably doesn't remember this, but on more than one occasion, he declared to the class that I had the potential to be the first woman on the United States Supreme Court. That was the highest compliment ever given me.

I didn't believe him, but I nonetheless set out to find out if I could. The most important thing the Rowlands did for me was that they talked to my parents about the importance and impact a college education would have on my life. Without them, my parents would never have given me their blessing to attend the University of Texas at Austin. Without their blessing, I wouldn't have gone.

HO: Your comments on teaching law, on minority involvement, on* Hopwood*?

MOYA: I practiced law for seven years before becoming a law teacher. I'm now in my seventh year as a law professor. I find that the more time I spend studying the law, the more respect that I have for our American legal system.

All lawyers are teachers. As you practice in varying areas of law, you conduct research and constantly have to teach yourself about the law; then you have to turn around and educate your client about the law, and you have to educate your colleagues, your expert witnesses, your opponents, and the juries, judges, and mediators about the law. So switching careers from practicing to teaching full time was natural for me.

The rewards are many. It gives me great pleasure to be able to assist my students in understanding legal concepts and the policy behind an area of law. The hardest lesson for law students is understanding that "the law" is not set in concrete but is as ever-changing and fluid as the public would like it to be. A lawyer's role in society is not only to serve but to assist in the administration of justice. I repeatedly remind my students that it takes visionary and creative counselors to be able to adequately shape the law to serve society's changing needs.

As one of only six Mexican American women to be a tenured law professor, I certainly feel that legal academia and the legal profession as a whole are grossly lacking in minority representation. Our communities need to mentor our children at a very early age to instill in them the value of education, college degrees, and graduate degrees. We need much more representation at every level of the legal system, including judges (federal, state, and local).

I hope that in my lifetime a Hispanic will be appointed to the U. S. Supreme Court. How can our needs as the nation's largest minority be truly represented and considered without at least one of nine justices being Hispanic? Minorities in positions of leadership not only serve as role models for other minorities but as catalysts for nonminorities to see that our human interests are the same as theirs.

> ***"I hope that in my lifetime a Hispanic will be appointed to the U.S. Supreme Court. Minorities in positions of leadership not only serve as role models for other minorities but as catalysts for nonminorities to see that our human interests are the same as theirs."***
>
> OLGA MOYA, J.D.

The respect I receive from all of the people I come in contact with is one that enhances all of our abilities to mutually grow, learn, and understand that this country's best asset is its diversity and the ability for individuals from all walks of life to embrace one another as equals.

The *Hopwood* decision could have created a very hostile and divisive atmosphere. I for one did walk around, for several months, being extremely upset and angry and feeling as though minorities had been set back in time to the days of segregation and deprivation. As a pre-*Hopwood* Hispanic graduate of the University of Texas School of Law, I felt that the doors to the law school had just been shut for future law student candidates with backgrounds like mine. Today I am more optimistic.

Why? Well, *Hopwood* has forced everyone who believes in providing equal opportunities to rally together in support of programs that will allow individuals to prove their ability to succeed in graduate schools by enrolling in an "admissions by performance summer program." (Standardized tests like the LSAT–the Law School Admissions Test–used as a predictor of success for the first year of law school, do not allow minorities to compete fairly.) Texas educators and legislators are working closely to create such programs for law schools, medical schools, and dental schools.

I suspect that by the end of the 1999 legislative session, Texas will not only be known for the devastating *Hopwood* decision but for its visionary, creative, successful resolution of a problem that's been around much longer than it should have, that of overemphasis of standardized tests instead of "quality performance." Given the opportunity, I have no doubt that our youth can perform and succeed. **HO**

HACU Prepares for Fight

California a Major Battleground

BY
ADALYN HIXSON

“San Diego? It is going to be the best conference that HACU has ever had. We're expecting the largest number of participants, the most exciting program, and it's one of the American cities with the richest Hispanic heritage, plus the cultural vision of being part of one of the most diverse states in the U.S., and looking to the Pacific Rim for an even brighter future.”

HO is talking with Dr. Antonio Flores, director of the Hispanic Association of Colleges and Universities, about HACU's fall conference in San Diego.

“We are facing so many challenges in California itself. Proposition 209, which has already shown a major negative impact on admissions at professional schools in California and now at the undergraduate level; and Proposition 187, basically an anti-immigrant proposal passed two or three years ago. And now, Proposition 227, an anti-bilingual education ballot to be voted on in June. We are strongly opposed to the proposal, and we have gone on record against it,” he continues.

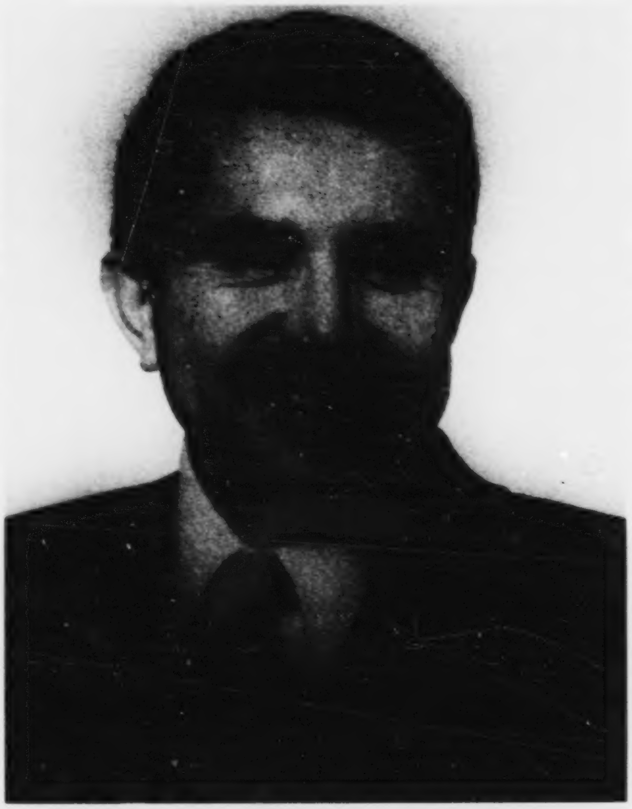
“Because of all of that and more, California represents for us a major, major battleground. And also because we have the largest concentration of Hispanics in the country. Just between California and Texas, we account for more than half of all the Hispanic Americans in the U.S.. And with California being such an important state, and the host of our 1998 conference, we definitely look to the conference as a great opportunity to make sure that state and national policy-makers and the public at large do hear our message. Our message not only of hope but also of commitment to equal opportunity in higher education. I think we will announce then the location of our new office.”

Dr. Flores tells *HO* that HACU's strategic plan calls for the creation of field offices, beginning in 1999 with one in California. The organization plans to open offices subsequently in Florida, in the New York/New Jersey area, in Puerto Rico, and possibly in Chicago.

“Long term, that's the game plan,” he says, and gives the reasons.

“First, we have a growing membership in all those regions of the country in terms of our Hispanic-serving institutions–colleges and universities that are increasing their numbers of Hispanic students.

HACU's strategic plan calls for the creation of field offices, beginning in 1999 with one in California. The organization plans to open offices subsequently in Florida, in the New York/New Jersey area, in Puerto Rico, and possibly in Chicago.



Antonio R. Flores, Ph.D., President, Hispanic Association of Colleges and Universities

"Second, much of the action in terms of policy in higher education is now taking place at the state level." He mentions 209. "Likewise, some court decisions that impact directly on some of the key HACU states, the *Hopwood* decision in Texas, for example. So basically, demographic growth is a major reason, and, secondly, policy shifts to the state level are compelling us to expand."

What are HACU's organizational needs at this time? he is asked.

"From the standpoint of what HACU really represents? We represent Hispanic-Serving Institutions and Hispanics in higher education. There is a need in that regard to strengthen Hispanic-serving institutions. They are really in need of a lot of support.

"They enroll two of every three Hispanics in higher ed, and yet those institutions are among the most needy in terms of infrastructure, information technology, faculty development, physical plant, etc.

"With respect to students, many of our young people coming out of K-12 are, unfortunately, ill-prepared to go to college and succeed without remedial or support services. Many of them need scholarships–they need financial assistance to make it in college.

"And unfortunately, we have all these new barriers being erected in California that are going to do away with the very few programs that minority students utilize to get out of the cycle of poverty, out of the barrios, with their low income and their dilapidated schools."

> ***"An amendment might be introduced later this year by Congressman Riggs from California to also do away with affirmative action in the Higher Education Act. There would be a prohibition against providing federal funds to any institution, private or public, that might have an outreach or admissions program targeting minorities for scholarships...and would essentially do a lot of damage to America's national interest."***
>
> DR. ANTONIO FLORES, HACU DIRECTOR

So who's helping HACU in its mission? Who are its heroes, present and past? Dr. Flores needs little time to answer.

"Historically, HACU was really born, so to speak, at Our Lady of the Lake University. Sister Elizabeth Sultenfuss was among the pioneers who created HACU back in 1986-1987 and offered office space for five years on her campus and actually allowed one of her professional staff people to be the first executive director for the association. She has to be recognized, along with the others who created HACU back then. She is a very, very important person in the life of HACU.

"Tomas Arconiega, president of California State University; Miguel Nevárez, president of Texas Pan Am University; and Ricardo Fernández, president of Lehman College, among others, have worked very hard to strengthen HACU."

HO asks Dr. Flores about the involvement of women in HACU in general. He mentions Connie Valdéz, chair of HACU's governing board in 1995, recently retired from the presidency of Northern New Mexico Community College.

"Following her was Agnes Mojica, chancellor of American University in Puerto Rico. She was chair in 1996 and did a tremendous job. As chair of our Business Council, we had Margie Díaz Kintz, Intel Corporation. The current chair is Pearl Garza Fraccia. The chair of the business council automatically has a seat on our governing board as well.

"On our governing board we have Piedad Robertson, president of Santa Monica College; Vera Martínez, president of Fullerton College; Adriana Barrera, El Paso Community College."

And who is helping HACU in Washington?

"Of late," says Flores, "we have on the policy side Congressman Rubén Hinojosa of Texas, who has been the lead person pushing for greater recognition for HSIs in the reworking of the Higher Education Act, which is now under way. He introduced House Resolution 2495, which champions the cause of the HSIs, and therefore we think that he is one of those individuals of late who've been doing excellent work in terms of what HACU stands for.

"There are many others, especially members of the Congressional Hispanic Caucus, who support Mr. Hinojosa, and others outside the Caucus–those in Congress who also support the resolution.

"Senator Bingaman of New Mexico is worth noting because he has been championing that same legislation on the Senate side. Senator Bingaman has been very concerned about dropouts among Hispanic Americans and has pushed for federal action in that regard. I think we have to recognize him as an outstanding policymaker who understands the value of a community that is becoming increasingly the backbone of America's future–and needs to be educated much better.

"You might know that in reauthorizing the Higher Education Act, there is a chance that an amendment might be introduced later this year by Congressman Frank Riggs from California to also do away with affirmative action in the Act.

There would be a prohibition against providing federal funds to any institution, private or public, that might have an outreach or admissions program targeting minorities for scholarships, a major intrusion into institutional autonomy and one that has no precedent either in law or in fact but would essentially do a lot of damage to America's national interest. It is basically a 'copy cat' move based on Proposition 209.

"If you look at demographics, between now and the year 2015, we already estimate that there will be 3.3 million new students in higher education, and almost one half of them, about 1.5 million, will be Hispanic, and about 900,000 of them will be Asian Americans. Between those two groups, you have almost two-thirds of all the new students. To try to impede their access to higher education, especially to selective institutions, will simply condemn most of them to the less prestigious, less endowed, less equipped, poorer institutions. We don't think it is good for the country that those institutions should get the sole responsibility for the education of minority communities. Their education should be the national responsibility of all institutions. Anti-affirmative-action moves," says Flores, are "counter-productive to our society's interests."

Asked about assistance HACU gets from other Hispanic groups, Dr. Flores states that poll after poll shows that education is the top priority of Hispanic Americans, and that leaders of the different Hispanic communities, be they Mexican Americans, Puerto Ricans, Cubans, are all involved. Dr. Flores himself is from Mexico. He attended school there through college, then came to the U.S. for post-graduate work, earning a master's and Ph.D. at the University of Michigan in Ann Arbor.

"ASPIRA, a Puerto Rican organization; LULAC, originally a Mexican American group but now pretty diverse; The National Council of La Raza, which remains more Mexican American but reflects a broader spectrum–perhaps more so than the Cuban American Council, out of Miami. They are all extremely involved with HACU and with education issues and help us a lot, educating Congress and corporate America. They are all very, very much concerned because they all have concluded that education is the most important factor in helping our community break the cycle of under-participation in society, and that without an education, very little else happens."

> ***"We represent Hispanic-serving institutions.... They enroll two of every three Hispanics in higher ed, and yet those institutions are among the most needy in terms of infrastructure, information technology, faculty development, physical plant, etc."***
>
> DR. ANTONIO FLORES, HACU DIRECTOR

And in terms of corporate involvement, HACU's supporters include some of the biggest names in American business.

"AT&T has provided us with an executive-on-loan, a person who for over a year did outstanding work. They have also sponsored many of the events that we do, like our annual conference.

"General Motors has been supporting our scholarship programs. Southwestern Bell right here in San Antonio–the headquarters here has been very helpful to us over the years and of late.

"Intel Corporation. Exxon Corporation. America's Favorite Chicken. Coca Cola has been a long-standing supporter. More recently, St. Paul's Companies, out of Minnesota. Service Master, based in Illinois.

"Right here in San Antonio–Gus Cárdenas is now a senior advisor to me. He was with Xerox and provided funding to HACU and was on loan to our association for about a year and a half."

Asked what other help HACU needs, Dr. Flores is again quick to answer.

"Unrestricted funding is our primary need. Since its inception eleven years ago, HACU has relied very heavily on programs funded by different sources, both public and private, to operate much of what it does. Because the monies are therefore restricted to those programs, our organization has suffered on the side of developing infrastructure and human resources."

The lack of general purpose funds limits HACU's ability to undertake certain important activities.

"Because of our limited resources, we have to limit our work considerably, and so it is a 'catch 22' situation. If you don't have unrestricted money to invest, obviously you cannot deploy new resources. Because of this vicious cycle, we need to break through our over-dependence on program funds.

"We are applying for admission to the Federal Combined Campaign, and we are joining in the Merchants Fund and Employee Matching Fund opportunities. Through these new opportunities, we're just beginning to scratch the surface, and we need all the help we can get in this regard from any individual or organization that might be able to help us get into those fund drives or to donate to our 'Friends of HACU'–unrestricted, charitable donations."

HACU's Annual National Conference takes place in San Diego, California, from September 27-30 of this year.

To contact HACU:
<www.hacu2000.org>
FAX: (210) 692-0823
Phone: (210) 692-3805

Hispanic Interest Web Sites · Computer Training Software · World Technology Conference

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THE HISPANIC Outlook IN HIGHER EDUCATION

HISPANICS GET ON LINE

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies-prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

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NMSU'S Persistent Peruvian

Schooled at Boise State, Alaska, and Mississippi Universities, a former shepherd from Peru is now a professor at New Mexico State.

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Cover Photo: Courtesy of Latino Link and Latino Beat

A CAPITOL VIEW

Hispanics and the Internet

BY GUSTAVO A. MELLANDER

How can the benefits of the telecommunications revolution be brought to all Americans? That is a topic that continually engages business, higher education, and government leaders. Information on the Internet is crucially important, and yet many Hispanics are neither trained nor able to connect with that worldwide resource.

Conference

William Daley, Secretary of Commerce, recently hosted the "Connecting All Americans for the 21st Century" conference here in Washington, D.C. Daley told Hispanic Outlook, "Half of the increase in the American economy in recent years is due to technology, which is our growth engine. Hispanics must be brought into the mainstream."

The three-day conference explored how to make all Americans, including those in rural and poor areas of the nation, part of the information society.

Presenters reviewed the principles that guided the American efforts to build an information society both in the United States and globally. They suggested that the new national effort must be led by the private sector, be open to competition, and provide universal service.

Presently, one connects to the Internet via a telephone line. Six percent of all Americans do not have telephones and thus cannot be connected to this technological revolution.

In minority communities, the percentages are much higher. More than 25 percent of African Americans and Hispanics do not have telephones. Half of the Native American population does not have telephones either. They are, therefore, all denied easy access to the Internet.

Daley emphasized that minorities need the new communications technologies and the training to use them, or their participation in American society will be severely limited.

Many other speakers focused on the necessity to educate all, beginning with children, for the information age, regardless of their economic status.

Web Sites on the Internet

Interesting resources for information about the United States and about higher education and resources for interests that transcend national boundaries exist. These Web sites on the Internet are particularly useful:

AMERICAN COUNCIL ON EDUCATION
http://www.acenet.edu

The nation's higher education umbrella organization. Lists its many programs and current government relations issues and even has a "today's hot issues" link.

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
http://www.aacc.nche.edu

The world's premier community college organization. It serves community, vocational, and technical colleges throughout the world. Heavily committed to access and quality education, its home page lists innovative programs, educationally relevant issues, and links to hundreds of community colleges.

DEPARTMENT OF EDUCATION
http://www.ed.gov

Lists progress on the Secretary of Education's priorities, recent initiatives, and legislative proposals, and links to many other education-related sites.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)
http://nces.ed.gov/text.html

Contains abundant statistics and information on the condition and progress of education in the United States and in other nations.

U.S. FEDERAL GOVERNMENT FORMS
http://www.lib.memphis.edu/gpo/forms.htm

This site has the most requested U.S. government forms that can be downloaded electronically. It includes forms from the Immigration and Naturalization Service, the Internal Revenue Service, the copyright office, and the Department of Health and Human Services. There are also links to passport forms.

AMERICA'S BEST COLLEGES - U.S. NEWS
http://www.usnews.com/usnews/edu/college/corank.htm

This is the annual ranking of U.S. colleges by the magazine U.S. News and World Report. The schools are judged in 17 categories.

GREAT SITES FOR CHILDREN, PARENTS, AND TEACHERS
http://www.ssdesign.com/parentspage/greatsites/amazing.html

This page has more than 700 links to sites for children, parents, and teachers. The part for children includes sections on science and technology, planet earth, literature, and language.

HOW LOCAL GOVERNMENTS USE THE NET
http://www.abag.ca.gov/abag/localgov/examples.html

The San Francisco Bay Area Local Governments Web site created this pointer page to illustrate the Web potential for local governments. The examples are listed in 17 categories, ranging from business and economic development to information about elected officials.

THE OBSERVATORIUM - NASA
http://observe.iw.nasa.gov

The Observatorium is a cooperative project of NASA and the University of West Virginia. The Web site offers a new space observation each week along with current news in space exploration. It also has links to NASA's educational programs and picture gallery.

PRIMARY SCIENCE EDUCATION
http://www.owu.edu/~mggrote/pp

This site provides "hands-on" activities for the teaching of science to children in the kindergarten to the third grade.

BLINDNESS RESOURCE CENTER
http://www.nyise.org/blind.htm

This clearinghouse of information relating to blindness has information in 14 subject areas. Texts in large-print format are offered at this site of the New York Institute for Special Education.

AIDS
AIDS Knowledge Base
http://hivinsite.ucsf.edu/akb/1997

and

HIV InSite
http://hivinsite.ucsf.edu/index.html

The University of California-San Francisco and San Francisco General Hospital have recently begun to put the 1997 edition of its AIDS textbook onto the Web. The book is also a part of HIV InSite, an Internet clearinghouse of AIDS-related information.

Dr. Mellander is a professor at George Mason University.

Hi-Tech Congress Draws Gorbachev, Thatcher & Forbes

George Mason First University Site for WITSA Forum

BY

GUSTAVO A. MELLANDER

Former Soviet leader Mikhail Gorbachev, former British prime minister Margaret Thatcher, and American publisher Malcolm "Steve" Forbes will deliver keynote addresses at the World Congress on Information Technology, which takes place on the campus of George Mason University, in Northern Virginia, June 21-24.

Presented by the World Information Technology and Services Alliance (WITSA), the congress is expected to draw top government officials and 1,500 senior information technology executives from all over the nation and the world to northern Virginia, the "Silicon Dominion."

WITSA is an international alliance of trade associations representing the information technology and services industry in 25 countries in North and South America, Europe, and Asia, and sponsors the congress every two years.

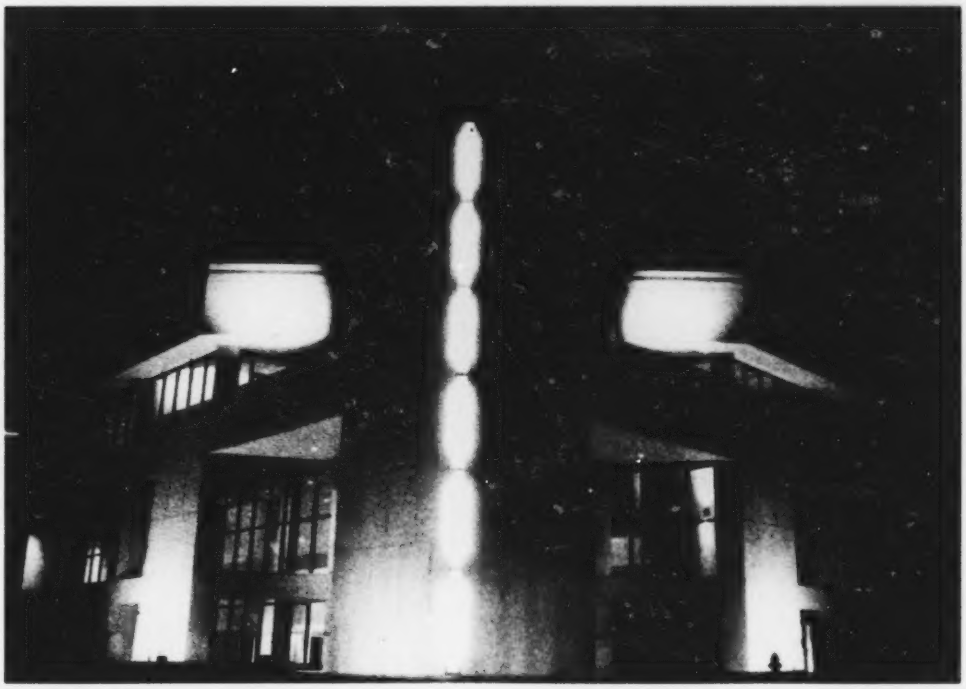
The decision to meet at George Mason marks the first time the congress will be held at a university. Its president, Alan Merten, told *HO*, "George Mason University is honored to be the first university to host a World Congress on Information Technology. Global leaders representing a variety of industries, higher education, and government will have an opportunity to come together to address the ways in which technology is changing world markets, impacting economies, and altering societies."

"This is an important event for George Mason," says James Poisant, president and CEO of the executive committee of the 1998 World Congress, and an adjunct professor

WITSA is an international alliance of trade associations representing the information technology and services industry in 25 countries in North and South America, Europe, and Asia, and sponsors the congress every two years.

Margaret C. Howell, Equal Opportunity Analyst, and Alan G. Merten, President in Mason's School of Management. "These are the minds that will shape how we will use technology to live and work in the next century. The World Congress presents an exclusive forum for Mason to promote itself to these business leaders and build its reputation within the academic community."

Over the three days, the information technology executives will learn what non-technological businesses need from their companies, meet in working groups to formulate their responses, and establish business relationships with one another. The executives, representing the pharmaceutical and health care, transportation, financial, manufacturing, communications, and entertainment industries, among others, will discuss world markets, emerging technologies, the global labor shortage, the role of education in information technology, and other issues affecting their industries.


George Mason University Center for the Arts Concert Hall

"The World Congress is an opportunity for Virginia, Fairfax County, and George Mason to showcase themselves to information technology executives as a place to do business," says John O'Connor, dean of New Century College at Mason. "The university will publish a white paper for the congress to highlight state-of-the-art information technologies and teaching and learning in universities."

Mason is one of a hundred universities working to develop higher performance networks for Internet 2, and offers innovative degree, certificate, and continuing education and professional development programs to train workers for information technology industries.

The congress has generated excitement and support throughout the Commonwealth. Virginia's governor has pledged $1 million in state money, and many other major business and civic organizations have committed to back the event.

For more information about the Congress, check out the Web site at <http://www.worldcongress1998.org>.

Students at George Mason University take advantage of the technology available.

Education's Future On Line

Red Rock experience
Maricopa Community Colleges

By JEFF SIMMONS

It's an idyllic place renowned for its towering red sandstone cliffs and beguiling canyons, about 150 miles from the bustling city life of downtown Phoenix, Ariz. Native Americans considered the tranquil atmosphere of Sedona to be a sacred place.

Just three months ago, the usually serene spot witnessed the unprecedented gathering of experts, so many that it could soon be thought of not just as the home to marvelous geologic sites, but as a window to technological marvels.

The first-of-its-kind Sedona Conference, sponsored by the Maricopa County Community College District, drew together hundreds of experts from across the globe in early April. The interdisciplinary conference was fashioned to provide college presidents, corporate leaders, faculty members, and other scholars a chance to pool ideas and to examine how technology, science, and education will shape the future of higher education.

"The main goal of the conference was to establish an international dialogue on the impact of digital and new technologies in education and business," said Rick DeGraw, the executive assistant to the chancellor of the Maricopa college system and one of the two co-organizers of the three-day event. "We believe that higher education will be blending with many aspects of entertainment in the future and that the technologies needed in both markets will be very, very similar."

The ties to the field of entertainment was just one of the key topics discussed at the conference, entitled "Embracing the Future - Unleashing the Creative Potential." More than 158 paid speakers gathered in seminars to talk about everything from religion and spirituality to "How I Stopped Worrying and Learned to Love the Computer," distance learning, and unity and diversity.

"The main goal of the conference was to establish an international dialogue on the impact of digital and new technologies in education and business"

RICK DEGRAW, EXECUTIVE ASSISTANT TO THE CHANCELLOR OF MARICOPA COMMUNITY COLLEGES.

Dr Piedad F Robertson, Superintendent/President of Santa Monica College

It's that issue–diversity–that weaves a common thread through the conference, because the future of technology holds the promise of a better future for minority students. And many who attended the conference could discuss how the philosophy of improving technology on campus sites–and even on the campuses "without walls"–improves opportunities for Latino and African American students across the country.

Asked about the effect of improved technology on the livelihood of minority students, DeGraw responded that "while it actually has a great impact in the United States, the larger impact might be worldwide.

"In poor urban areas, and in lesser developed countries, in the next decade they will pass the more upscale areas and the more developed countries in the use of technology. The reason is simple: in places that already have technology, we already are trying to upgrade...older systems. But in the lesser developed countries and in many poorer areas of the United States, everything that is being put in place now is brand new."

So, he reasoned, students in larger urban school systems and in economically deprived areas often are witnessing the birth of new–first-time–technological efforts in their areas, while their richer counterparts are often simultaneously struggling to constantly convert to and embrace the latest technological innovation.

"The [poorer urban areas] will be able to utilize the new technologies quicker than in more developed areas," DeGraw said. "What we are doing is attempting to utilize technologies to deliver higher education to places where it has never before been developed and in ways that it has never before been delivered."

Although no seminar at the conference was specifically fashioned to target the Latino student population, experts from the Netherlands, Spain, England, Scotland, and Australia consistently delivered a similar message: that advancements in technology will open up many new doors.

Participants were dazzled with talk about new products such as animated 3-D characters, or "avatars," that will eventually act as cyberspace tutors for many students. Similar to holograms, they'll become common fixtures on computer screens and Web sites and guide students through tasks.

Paul Elsner, chancellor of the Maricopa district, said during the conference that the inequities in technology in different school systems have established an uneven playing field. "The main question for us," he said, "is how is the technology being distributed in society?" It is distributed inequitably, almost criminally so."

> ***"The main question for us," he said, "is how is the technology being distributed in society?" It is distributed inequitably, almost criminally so."***
>
> **PAUL ELSNER, CHANCELLOR OF MARICOPA COMMUNITY COLLEGES.**

"So many of our students do not have [a computer] at home or did not have one at school," he said. "This is what students today need to know."

Perhaps one of the most well-attended seminars at the conference was led by Dr. Piedad Robertson, the president of Santa Monica College in Los Angeles County.

Robertson discussed a revolutionary new academy that she designed using state-of-the-art technology and the advice and guidance of professionals outside the college setting that can give students, many of them minority, better shots at breaking into the business of entertainment. And not, she pointed out, to work in front of the camera.

"This is an educational opportunity for people to acquire the technical skills that will provide

Rick DeGraw, executive assistant to the chancellor of Maricopa Community Colleges.

exciting job opportunities," she said. It was largely due to her work that Santa Monica College opened the Academy of Entertainment and Technology in the Fall of 1997.

The academy is set in a nondescript low-rise brick-faced building about a mile away from campus, the only visible signs to a passerby of its connection, the blue and white college shuttle buses and two cloth banners strung from the roof emblazoned with the academy title. But it's making a very real difference to the largely minority population at the school.

Robertson's talk at the Sedona Conference detailed how the academy's three-and-a-half-acre campus was established to tap into the growing need for labor in the entertainment industry, primarily the demand for professionals trained to work in the multimedia, information, on-line, and computer industries.

Academy Dean Katharine Muller said that more than 400 hundred students initially applied and 150 were admitted to the first class last September, and she described the class as "hugely diverse" and, for the most part, in their early 30s. "We already have 100 applications for the next semester, and we're expecting more than 400 again," she said, saying the ethnic breakdown of the class was not readily accessible.

But at Santa Monica, Robertson said, the opportunities are important to many Latino students. The college enrolls close to 26,000 students; an estimated 57 percent of them are minority, and a quarter of the student population is Latino. The school has earned recognition for having the largest international student enrollment of any community college in the nation.

The academy has embraced the needs of technology by culling expertise from outside the school setting. The explosion of digital technology in the field of entertainment exposed the urgent need for better-trained students, Robertson said. Just look at what such expertise did for such blockbuster movies as *Titanic* and *E.T*, and even *Star Wars*, three of the biggest movies of record.

"We were interested as a college in becoming part of the economic development in the area," Robertson said. "The number one industry for the greater Los Angeles area and for California was the entertainment industry. It is an industry that produces for the state $11 billion, and it doesn't take anything from the state."

Robertson, the former Massachusetts Secretary of Education, paused, leaned forward, and drove home her point that the industry is "totally revenue-producing and job-creating." That was the motivation behind her work to tap into the industry: ask leaders in the entertainment field what skills they required from graduates.

The college subsequently fostered partnerships with dozens of companies with a significant presence in the area and global reputations: Universal Studios, Twentieth Century Fox, Imagine Entertainment, DreamWorks Interactive, Disney Feature Entertainment, Warner Brothers, Apple Computer, Sony Music, and Paramount Pictures, to name a few.

"The entertainment industry had 80,000 jobs that needed some kind of skill development," said Robertson, who successfully won a $1.25-million allotment from the state to bring the academy on line.

California Governor Pete Wilson, when he announced the grant, had described the academy as a necessary cog in the wheel of the entertainment industry, because it is a "model of public-private partnerships to train Californians for high-paying jobs."

The academy now trains students in computer animation and visual effects, new media, and theme park entertainment. Asked about how this assists its Latino population, Robertson, a native of Cuba, explained, "We are saying to them that this is a new potential that you need to examine. They need to learn, they need to be exposed to all that is out there," she said, explaining that the academy will expand its curriculum in the future to provide more training in the creation of theme parks and commercials.

"Number one, it is a program that has a time element, when you can see results. At the end of two years, you'll have a job, and not a minimum-wage job. And it's a field that is growing, that's new, where there are no stereotypes, where everybody can come in."

Creating new opportunities for minority students is a large part of that effort, said DeGraw, whose involvement at Maricopa includes the Office for the Community Agenda. The office increases diversity efforts and, like Santa Monica College, links with corporations and community organizations.

"What they're doing in Santa Monica is great," DeGraw said. "We're not talking about actors and actresses. We are talking about lighting, sound, animation, new types of graphics, special effects. They've got lots of partners that actually gave them equipment, so they can train students on that equipment to be literally ready to be hired the moment they walk out the door."

The experts who gathered learned about the expansion of the Internet and its assistance to many students who could not otherwise easily attend college. "Twenty thousand people are taking courses over the Internet in Maricopa County," DeGraw said, discussing the explosion of Internet studies and their transformation from rigid, "boring" coursework to interactive discussions.

"The new approach is that entertainment melds with education so that students over the Internet and other digital delivery systems can enjoy the coursework so it's not just printed material, but it includes videos, it includes intelligent agents who can communicate back and forth with them, and it includes students being able to interact with professors and being able to ask other students questions," DeGraw said. "They can do other projects with students in other counties and states or even other countries."

Maricopa started Internet courses two years ago. Said DeGraw: "Only in the last year did people really start to think of the Internet as more than just another delivery service.

"I can deliver a course to a student who does not have to drive 21 miles to get to my college, who doesn't have to work, spend money on gas, and walk to class or sit in a seat made for a 16-year-old," he said. "I can deliver it to a student who really wants to be there. I can take students' comments and respond right away, and if I can't get it today, I can get to it even on a Saturday."

Maricopa Community Colleges enroll 200,000 students at their 10 sites and are at the forefront in the use of technology, telecommunications, and distance learning. As experts detailed Maricopa's successful experience, they debated the multimedia challenges in the future.

And DeGraw said he's already working to meet one future expectation: organizers have already started planning the second annual Sedona Conference for Spring of 1999.

UNM Virtual Library

The University of New Mexico provides distance library services to college students from 15 states

Many of the students who will be using the University of New Mexico's General Library will never actually walk through the library's doors. These newest library users will be students from Western Governors University, a "virtual university."

Western Governors University, founded last year, arose from an interest in defraying some of the costs of higher education. Governors from Alaska, Arizona, Colorado, Guam, Hawaii, Idaho, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming agreed to share distance learning resources for higher education. WGU is a competency-based, degree-granting university designed to offer cost-effective education using the Internet and telecommunications and networking technologies.

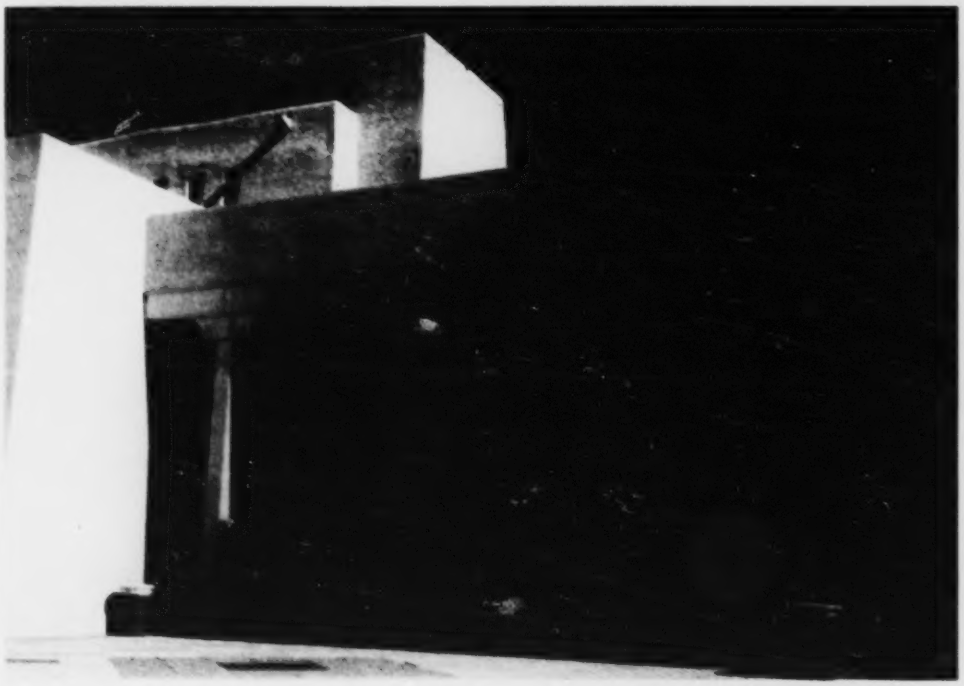
The University of New Mexico's General Library (UNMGL) made the winning bid for a contract to provide library services to WGU students and faculty.

"There is no prototype to draw upon," says Robert Migneault, dean of the UNMGL and recently named president of NMCAL. "We are the first library, probably, to provide this service formally recognized via contract. We are the only WGU-contracted library."

The terms of the renewable one-year contract have not been finalized yet and are based on a 5,000 student enrollment.

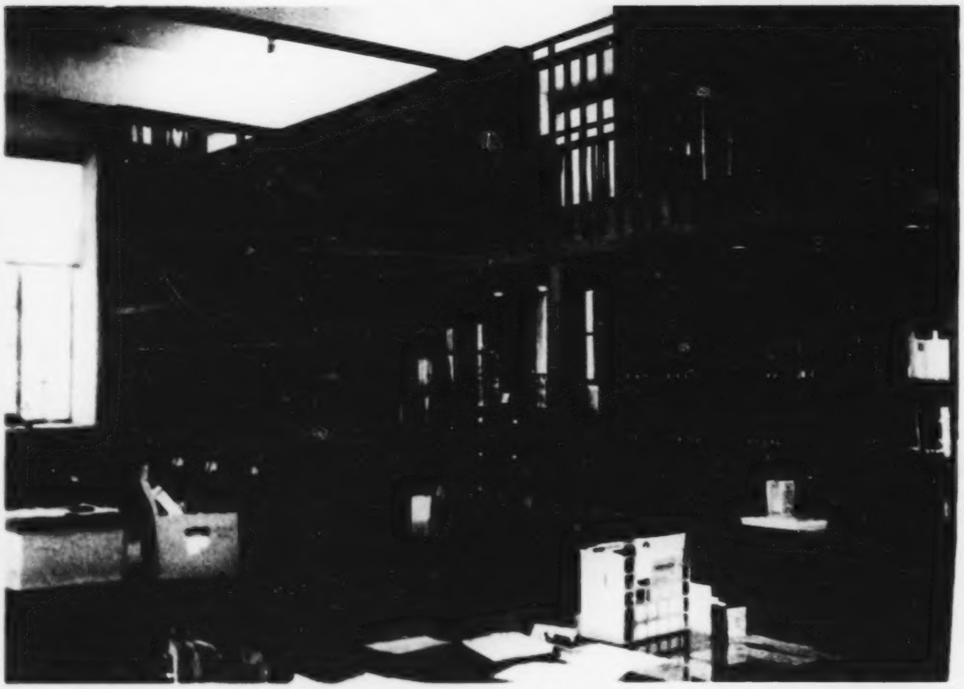
UNM's library will be responsible for the creation and ongoing operation of WGU's Central Library Resource (CLR). In that role, the

> ***"There is no prototype to draw upon," says Robert Migneault, dean of the UNMGL. "We are the first library, probably, to provide this service formally recognized via contract. We are the only WGU-contracted library."***



Zimmerman Library, UNM's "crowning jewel," according to UNM General Library Dean Robert Migneault library technology development department at UNM created a library Web page for WGU students and faculty that provides access to electronic library resources such as UNM's LIBROS on-line catalog.

By virtue of its association with UNM, Western Governors University receives access to and reduced pricing for services such as FirstSearch, with its 60 databases, available to libraries within the New Mexico Consortium of Academic Libraries, which includes all two- and four-year schools of higher education in the state. Those databases include WorldCat, Applied Science and Technology Abstracts, GPO Monthly Catalog, and, probably most important to the online library user, H.W.Wilson full-text database. Through its own library Web site, WGU students will also be directed to other library catalogs and other resources available on the Internet.



The Anderson Reading Room in Zimmerman Library holds rare materials on the Southwest.
A library goal is to provide an on-line index to those materials to the WGU student as well as other web travellers.

UNMGL will provide library instruction guides, delivery service of books, and photocopies of journal articles. Library instruction guides will also be made available.

Library Technology Development Director Nancy Dennis, (pointing) gives a private screening on library resources to be available to WGU students to Teresa Márquez, director of Government Publications at Zimmerman Library.

The WGU contract includes hiring a librarian to handle e-mail and telephone reference requests. A technical support staff member will also be hired for the library's technology development department to create and manage resources and work with WGU faculty to develop and make available electronic resources.

One service will be an electronic reserve reading room. "Students will be able to access reserve material electronically," says Nancy Dennis, director of library technology development and WGU operations administration.

WGU expects to start a pilot project with students this month. Plans are to offer a certificate program in Engineering Manufacturing Technology and an Associate of Arts program. WGU also plans to offer "brokered courses," either through a WGU-affiliated institution or a company interested in offering a training program. According to Steven Rollins, associate dean of the UNMGL and a WGU administrator, WGU is a "work in progress" with potential long-term benefits for the institutions associated with it. Rollins was recently named a representative to the OCLC Users Council.

States joining WGU each contributed $100,000 towards its development. Each established at least one local WGU center within its borders. Eastern New Mexico University in Portales is the center for New Mexico. Because of its library contract, the University of New Mexico is also a WGU center.

"UNM can list courses in WGU's smart catalog, thereby generating credit hours and additional exposure–which is beneficial to individual faculty as well as the institution," says Rollins. UNM students will also be able to enroll for WGU courses, although the credit transfer issues have not yet been resolved.

Migneault and Rollins look to the WGU project as a possible means of answering the question, "How can we build a successful academic library that is time and location independent?" Along the way they will discover the answer to their other question, "What traditional services are needed to support the electronic academic library?" HO

Latino Link and Latino Beat Going Strong

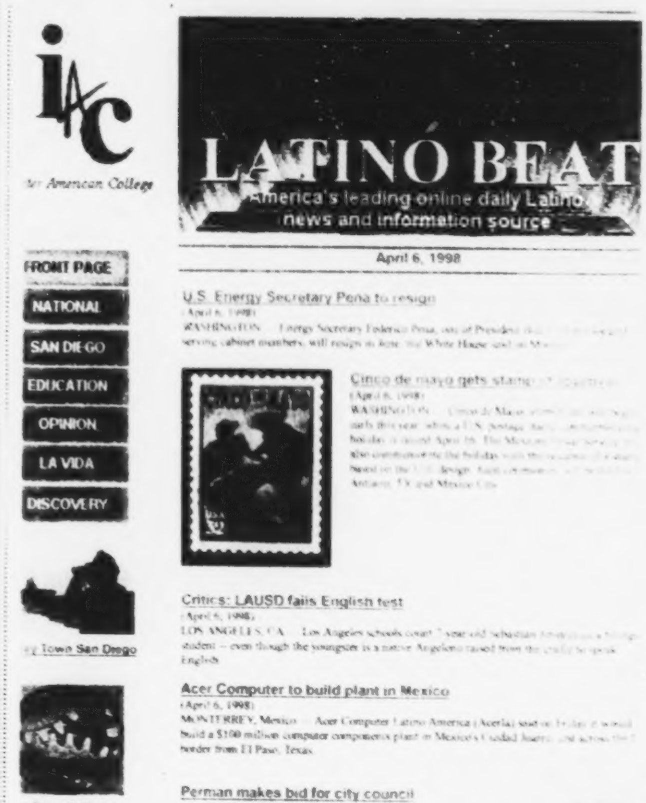
But Hispanics Behind Others in Internet Use

BY
MICHELLE ADAM

Lavonne Luquis, president of Latino Link News, realized three years ago the strong need for a Latino-based Internet news service. Latino Link News, which began as a weekly news service, went daily within a few months. And between March of 1997 and March of 1998, readership increased from 100,000 to 200,000.

Turn your computer on. Log onto the Internet. Within seconds or minutes, depending on your hardware, you have access to an information highway. Every day the Internet is paving new roads to global libraries of information.

Under Yahoo, one of several search engines, there are already 1,615 sites detailing information on "cancer"–from brain tumors and breast cancer to lymphoma. Under "transportation," there are 2,635 sites, and if you look up "England," you will find 2,940 sites.



April 6, 1998

U.S. Energy Secretary Pena to resign

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(April 6, 1998)

Acer Computer to build plant in Mexico

(April 6, 1998)

Perman makes bid for city council

CHULA VISTA, CA — Before a crowd of 50 supporters and onlookers, Southwestern College trustee Maria Perman announced last week that she is running for the Chula Vista City Council Seat One in the June 2 election. The seat is being vacated by Jerry Rindone because of term limits.

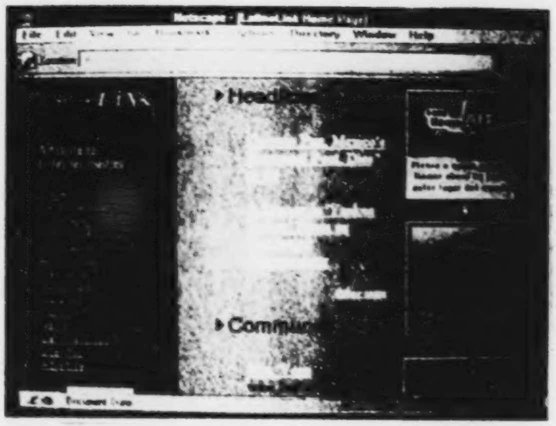
Despite the plethora of Web addresses on any given topic, information on Hispanics is lagging far behind. A Yahoo search turns up only 281 sites offering information on Hispanics or Latinos. And within these numbers, most of the Web sites are mere advertising for Latino organizations, publications, and foundations, or brief summaries of educational information.

It is difficult to account for such a low number of Latino Web sites. According to Nielsen Media Research, Hispanics are using and shopping less on the Internet than is the overall population.

"Not only is usage much lower, by 11 points, but we see the influence that the use has on buying anything is 12 points less as well," said Kevin Noonan, Nielsen's senior media consultant.

Of 20 million Hispanics within the United States and Canada, only 3.1 million (15 percent) used the Internet within a given month in the fall of 1997, said Noonan, referring to Nielsen's Feb. 1998 published accounts of the Commerce Net Internet Demographics Study. Within the same study, 26 percent of an overall population of 226 million used the Internet.

Despite low numbers of Latino


Netscape - [LatinoLink Home Page]
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Headlines
Community
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Internet users and sites, a few Latino Internet news services are paving the way to change. Although there are print media such as *La Raza*, *La Estrella*, *Moderna*, *Vista*, and *Latino Spectrum* that offer partial or complete news on the Internet, Latino Link News and Latino Beat are two Internet-exclusive news sites for Hispanics.

LATINO LINK NEWS3 (www.latinolink.com)

Lavonne Luquis, president of Latino Link News, a Latino Internet news service headquartered in San Francisco, realized three years ago the strong need for a Latino-based Internet news service. Although her background was in print journalism, she decided to build the first on-line news service for Latinos in March, 1996.

"There was nothing on line!" said Luquis of her 1996 Internet search.

What began as a weekly news service became daily within a few months' time. And between March of 1997 and March of 1998, readership increased from 100,000 to 200,000.

"Over the last year, it has pretty much doubled," confirmed Luquis, who cited a figure of 10,000 daily readers.

You can access Latino Link at <latinolink.com> directly or by searching under "Hispanic" or "Latino." Once at Latino Link, you will find news and feature articles on Hispanic issues, as well as job listings, archives, and reading materials. In its news stories, arts and entertainment, horoscopes, and sports to chat rooms and bulletin boards, Latino Link targets Latinos from throughout the United States and abroad.

"The stories cover the range of border issues to professional successes," said Luquis.

Latino Link offers approximately five new stories daily. Although freelance writers contribute articles, the site is also dependent on news services from the *New York Times*, *LA Times*, *Universal Press*, and *Hispanic Link News Services*. The news targets multiple Latino generations and cultures, and is English-written to cater to a readership that is 90 percent college educated. Through the Internet, Latino Link receives daily correspondence and feedback from its readers.

LATINO BEAT (www.latinobeat.net)

The bright orange Aztec calendar lines the top of Latino Beat's Web page. It is a comprehensive daily Latino news service headquartered in San Diego, Calif. Unlike Latino Links, its news centers primarily on third-generation Mexican American issues.

In February of last year, Isaac Cubillos and Mayan Avitable began this Internet news service for the same reason Luquis embarked on Latino Links several years earlier.

"It came out of the decision-making process that there was no comprehensive news for Latino issues," said executive editor Isaac Cubillos.

Like Latino Link, Latino Beat addresses an English-speaking audience. It boasts a readership of 50,000 monthly–85 percent of which is primarily third-generation Latinos, the remaining 15 percent, international.

Latino Beat targets third-generation Latinos because it is exactly this group that news providers and advertisers have ignored, said Cubillos.

"For five years, we researched to see what markets were available. We found that the market that was missing was the English-dominant, third-generation Hispanics," said Cubillos.

Typical topics of interest that target third-generation Latinos are mortgage approval, race stereotypes, education, and movies.

"The third generation has the same flavor as the Anglo, but they understand discrimination and racism," said Cubillos.

Not that these topics are the only ones. Every day Latino Beat provides seven to 10 new stories, covered by freelancers in a manner Cubillo describes as "street stories." The site covers national news, education, lifestyles, and research materials on Mexican American culture, education, and history.

Latino Beat will soon go multimedia, offering visuals and sound for users with more sophisticated systems. Last year, it tested its wings by bringing a multimedia presentation of Clinton's address to University of California-San Diego (UCSD) students onto its site. And locally, it has covered various events using cameras and multimedia equipment.

"It is an avenue we find exciting," said Cubillos, who still finds print media and Latino Web sites lagging behind in the times. "The mentality is still print," he said. "Get with it! This is the 20th century!"

Cubillos looks forward to the near future when the Tomás Rivera Policy Site will post all its research on the Web (look for <www.cgu.edu/inst/trc.html>) and when other information sources will exist for Latinos.

"We will have a wealth of information on the Internet," said Cubillos. "It is only a matter of time."

Other sites to Consider:

Latino USA–The Radio Journal of News and Culture
- offers updates on upcoming radio broadcasts.

(www.utexas.edu/coc/kut/latinousa)

Hispan Star–Hispanic Info. network
- lists business information, from special events and market trends to job openings. Briefs from its business magazine are posted

(www.hispanstar.com)

Hispanic.com
- lists Hispanic sources of information, from organizations to print news.

(www.hispanic.com)

La Estrella
- the Hispanic Version of *Star Telegram* print magazine on Internet

(www.startext.net/today/news/estella/index.html)

La Raza
- a Spanish-language weekly newspaper on Internet

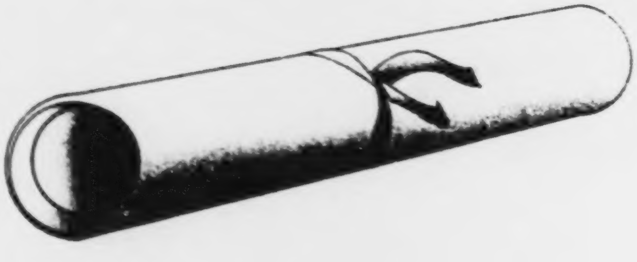
(www.laraza.com)

Hispanic/Latino Telerama
- a large directory of Hispanic/Latino resources on the net. There are links here to other home pages and short descriptions of categories from art, business, events, careers, and more.

(www.latela.com)

HO

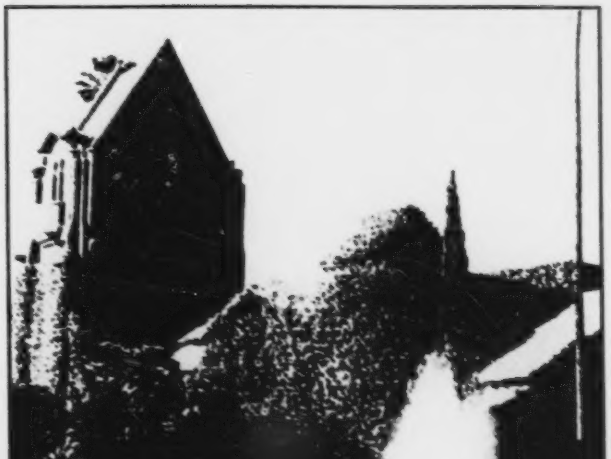
The Honor Roll



San José State University

SJSU Forms Alliance with National Hispanic University to Improve Graduation Rates

BY ROGER DEITZ



Historic Tower Hall, built in 1910, overlooks the campus quadrangle

Following the March 11 session of the U.S.-Russian Commission on Economic and Technological Cooperation, the "Gore Chernomyrdin Commission," in Washington, D.C., the vice president and prime minister visited California's Silicon Valley. While there, they presided at a round-table meeting at San José State University to discuss Silicon Valley trade practices.

That SJSU served as host for such a distinguished panel's discussion of a world-class issue emphasized its strategic location in the region where the highly technical and competitive computer chip industry is based. For students at San José State, this means unparalleled opportunities for internships at Silicon Valley firms. Guillermo Fausto is one example. Fausto was born in Jalisco, Mexico, and arrived in the United States in 1988. He entered SJSU with the help of the Educational Opportunity Program and graduated with honors in 1996 with a B.S. degree in Graphic Design, after serving as a design intern at Adobe Systems testing state-of-the-art software. After college, Fausto became the founding art director of *Nuevo Mundo*, a weekly Spanish-language publication of the *San José Mercury News*. As to his undergraduate experience at San José State, he says, "I learned to communicate the essence of my culture–strong people, rich in history, passionate in spirit–and myself."

For attracting the vice president of the United States, the prime minister of Russia, and a young immigrant from Mexico along with his schoolmates to San José State University, and for instilling a passion for education, this fine Silicon Valley school is now also located on the *Hispanic Outlook* Honor Roll.

President Robert L. Caret says, "We take a broad cross-section of society and give them the tools they need to become upwardly mobile. That's our role, and it's an exciting one." Caret describes San José State University as "San José's Metropolitan University, the Metropolitan University of Silicon Valley." SJSU is California's oldest provider of public

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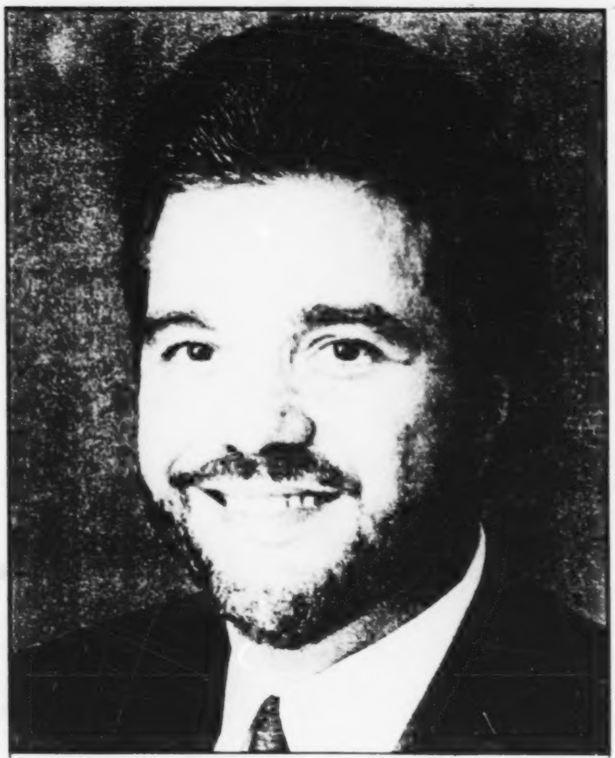

Robert L. Caret, SJSU President

Honor Roll Facts in Brief

INSTITUTION:
San José State University

LOCATION:
One Washington Square
San José, CA 95192-0005
(408) 924-1000

ESTABLISHED:
1857

ENROLLMENT:
26,897

DEGREE OFFERINGS:
Master's
Bachelor's

ANNUAL TUITION:
Full-time: $1008.50 per semester
Part-time: $ 675.50 per semester

NUMBER OF FACULTY:
1,630

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Graphic Design
Communication Disorders
Political Science
Engineering
Business
Creative Arts

INTERNET (Website) ADDRESS:
http://www.sjsu.edu

San José State
UNIVERSITY

higher education, and, in a way, its newest.

Connected at many levels to the cutting-edge computer-technology world that is Silicon Valley, the university offers an exciting learning environment for its students and functions as an integral resource and contributor to the region's economy. President Caret notes, "We are educating our undergraduates and graduate majors in over 200 programs, spanning the spectrum of human knowledge.

"We are an institution and a community of 30,000 faculty, staff, and students, with an operating budget of over $200 million and, as an economic catalyst, produce three-quarters of a billion dollars that are recycled within the local economy. Consider that evolved mission and the outcomes that it has produced, particularly in the form of our alumni, and you have some sense of what a metropolitan university means to this region."

SJSU participates in hundreds of partnerships with Silicon Valley firms, schools, and agencies, sharing knowledge and expertise and gaining up-to-the-minute insight on current business and professional practices. To create a well-prepared workforce, Silicon Valley firms seek SJSU interns and graduates. Recent career fairs held at the university have been oversubscribed by area employers. Silicon Valley employs more graduates from SJSU than from any other university. Last June the *Wall Street Journal* reported that area software executives described San José State University as "an extremely valuable resource." But software and computer technology are just one aspect of the multifaceted education that can be found at San José State.

Founded in 1857 in San Francisco by George W. Minns, the school was California's first public institution of higher education. The Minns school became the California Normal School in 1862 and moved to San José in 1871. (A branch campus was established in Los Angeles in 1881 that later became UCLA.) In 1887, the institution took the name San José State Normal School. Other name changes traced the school's growth as San José State Teachers College (1921) and San José State College (1935). The college was incorporated into the State

College system in 1961, which developed into the 23-campus California State University system, and it attained university status within that system in 1972 as California State University. CSU was renamed San José State University in 1974. Other historical highlights include the awarding of the first master's degrees in 1949, attaining a student population of 30,000 by 1990, and, proudly, reaching cultural pluralism in 1993 with no ethnic majority dominating its enrollment.

The main campus consists of 50 major buildings on 19 city blocks (92 acres) in downtown San José. There is a south campus 1.5 miles away on a 62-acre facility that includes Spartan Stadium, athletic fields, and Spartan Village housing. An airport campus has general and commercial aviation management and operations instructional facilities on 4.3 acres at San José International Airport. Lest one think the Silicon Valley University is dedicated only to semiconductors and software, 104 baccalaureate degrees, 33 master of science degrees, 45 master of arts degrees, and 9 special masters degrees are offered, leading to the awarding of 4,090 undergraduate and 1,212 graduate degrees in all in 1997. Students can avail themselves of the extensive resources of Clark and Wahlquist Libraries, which house nearly one million volumes. SJSU also has a Center for Beethoven Studies, a Chicano Resource Center, and the Steinbeck Research Center.

San José State draws its student body primarily from a four-county service area from King City and Monterey to the San Francisco Peninsula. About 41 percent of all students come from Santa Clara County. Last fall, there was a total enrollment of 26,897, 54 percent women and 46 percent men. Approximately 33 percent of the student body is White, 29 percent Asian, 10 percent Mexican American, 6 percent Filipino, 5 percent African American, 4 percent other Hispanics, 0.7 percent American Indian/Alaskan, 0.6 Pacific Islander, and 12 percent not stated. There are more than 150,000 alumni of record, 70 percent of whom live in the Greater Bay Area. Full-time and part-time faculty number 1,630. A support staff of 1,764 makes for a total payroll of 3,394 employees.

Recently unveiled is an innovative partnership aimed at improving Hispanic graduation rates. SJSU and National Hispanic University (NHU) have joined forces to improve dramatically what administrators at the two universities agree are troubling statistics–the low number of Hispanic students who succeed in graduating from high school and college. At a press conference, SJSU president Robert Caret and NHU president B. Roberto Cruz announced that their schools were entering into a partnership to increase the number of Hispanic students who enroll at, and graduate from, both universities. In Santa Clara County, the current dropout rate among Hispanic high school students is greater than 40 percent. Add to this the high number of Hispanic graduates who fail to qualify for admission to universities within the CSU and UC systems. The SJSU/NHU partnership aims to significantly improve both educational and economic opportunities for Hispanic students. President Caret stresses, "Part of SJSU's emphasis, which is different from research universities, is to serve this region." Ray Lou, SJSU associate vice president of undergraduate studies, adds, "This alliance recognizes the need to involve all stakeholders in the enhancement of educational opportunities for the Hispanic community of Silicon Valley."

NHU students will be able to enroll in SJSU/NHU joint degree programs in education, business administration, and engineering as early as fall 1998, according to president Caret. Right now, NHU students have access to SJSU libraries and the career center while SJSU students can avail themselves of the primary Spanish-language materials in the NHU library. A series of simultaneous lectures and teleconferences are in development as well as a new series of continuing education courses designed for the local Hispanic community. Also on tap are improved and expanded career development services that prepare students to enter the Silicon Valley workforce.

It doesn't take a computer scientist to ascertain that SJSU is indeed "San José's Metropolitan University"–a regional computer-age institution, educating leaders and professionals for our increasingly complex global society.

SJSU Commencement, May 1997

Computer Training en Español

Now Offered in Maricopa County's City Colleges

Luis Enríquez, an adult education specialist in Phoenix, Ariz., works with immigrants hoping to succeed in the U.S. business world. "We have doctors, engineers, teachers doing menial labor," says Enríquez, "because of their language problems and lack of computer skills."

Individuals who are having trouble becoming proficient in their computer skills because they are more comfortable using the Spanish language will now find help available from a Phoenix company, ComputerPREP, one of the first to develop software training in Spanish.

Spanish courseware is now available in Windows 95 and Microsoft Word. Soon to follow will be the complete Office 97 Suite, including Excel 97 and Access 97, as well as Internet Fundamentals.

"Being located in the Southwest, we saw the need for Spanish language courseware," says product manager and translation specialist Linnea Nigro, who conducted an extensive national market research study, which confirmed ComputerPREP's expectations of a strong market for such a product.

The Hispanic market is the fastest growing group in the U.S.,

Instructor José Cisneros of Phoenix College, Phoenix, Anz., answers student Hermila Figueroa's question on computer education. ComputerPREP of Phoenix has developed computer training courseware in Spanish.

with the population doubling between 1980 and 1995 and expected to exceed that of other minorities by 2010.

"While Hispanics are highly concentrated in the Southwest, we expect other U.S. cities–like Chicago, Miami, and New York–to be strong markets for us. In California, more than 32 percent of the population is Spanish-speaking," Nigro says.

As the Hispanic population grows, so does the diversity of the American workforce, and so does the need for a computer-literate workforce.

Luis Enríquez, an adult education specialist in Phoenix, Ariz., works with immigrants hoping to succeed in the U.S. business world. "We have doctors, engineers, teachers doing menial labor," says Enríquez, "because of their language problems and lack of computer skills."

In the recent past, computer training throughout the U.S. was conducted solely in English, without regard for student language diversity. "It's not impossible, but it slows down the process and the effectiveness of the results," Enríquez said.

Elidia Patch is a coordinator of career-related services for Latinas at Women's Rights Information Center in Englewood, N.J., a grassroots operation with some local, state, and federal grants. Included in its services are computer classes conducted in Spanish. "We give the classes in Spanish, talk to them and explain things in Spanish, but everything else is in English. We want them to improve their English, to really get an English background."

What does she think of computer training manuals in Spanish? "It would be a good idea if we could have them here. If our students still don't feel very strong with the English and they want to learn the computer better, it's good to know about it."

Computer instructor Silvana Alvarez works with about 20 Latinas a month. Nearly all computers and software used by the students, as well as the chairs and desks in the training room, were donated by private individuals. Many of the instructors donate their services as well. Would the center like someone to donate computer training manuals in Spanish? But definitely.

"We're teaching the basics," says Patch. "Windows 95, Microsoft Word. We might start to teach Excel too."

Response to the first course was so overwhelming, the college immediately had to expand the classes, says Dr. Raul Sandoval, executive assistant to the president, City Colleges Center, Phoenix.

Hispanic clients of the center are very, very eager to learn English also, she stresses. "We run ESL classes here too. Clients are really looking for that, and a lot of the schools are not providing it."

To introduce the Spanish Courseware for Computer Training, ComputerPREP has linked students in need with the Maricopa County Community Colleges in the central Phoenix area and has donated learning guides and professional help in developing the Spanish-language program. Connecting students from Friendly House, a culturally diverse transitional center, with City Colleges of the community district, a six-week training course began in March with Spanish-English Windows 95 Module I and Spanish-English Word 97 Module I.

Response to the first course was so overwhelming, the college immediately had to expand the classes, says Dr. Raul Sandoval, executive assistant to the president for City Colleges Center.

"It's going really well. We're working out some glitches because it's a first. Actually it's not the software that's in Spanish–it's the training manuals. The software is in English–a truly bilingual approach to training.

"When we started off this effort, we had two sessions–one Windows 95 Level I and Microsoft Word 8.0. Two weeks later, we expanded that to 16 sessions. In two weeks, we were able to set up sixteen sessions. Right now, our last scheduled class is four Saturdays in June."

HO asks Dr. Sandoval about the student response once they're using the manuals.

"They are very happy. They appreciate the opportunity to learn computer skills. Some stated that they had tried in monolingual classes, and they've had difficulty.

"With what we're doing, paramount in all of this is quality of instruction. Second is cost. That is a big issue. We have modularized our training, and our students receive 16 clock hours of training for $120."

"What has happened now is that we have forged a partnership with ComputerPREP, and they are rolling out additional Spanish training manuals. We're looking at Word Level II, Excel, Internet. We will in the very near future plan these types of training courses also. And often.

"If we get the enrollment and the community wants us to continue this, we are for sure going to."

HO asks about practice time, since many homes don't come with computers. "We have told them, call in," says Sandoval.

"If the lab is available, they are more than welcome to come in and practice."

The students' ages, he says, range from the 20s to the 40s. Their comments about the program, he says, are very positive. And he is positive, too. And thankful to the college "for being flexible enough to open the classes and offer the participation."

"I think this is a situation where all parties are benefiting," says Sandoval.

"We've been very fortunate in having an incredible lead instructor–José Cisneros. He really set the foundation." *HO* asks about Cisnero's background. "Of course he has his master's."

What is it that makes Cisneros so effective? "His personality. And he is very patient. And of course bilingual. He just works great with the students. When he is in that classroom...." his voice trails off.

Is Sandoval aware of other Spanish-language courseware out there? No, he is not. "I think we're the first in the state of Arizona. And I believe ComputerPREP is the first out there nationally."

And the first to offer ComputerPREP's Spanish-language courseware? It was picked up on an exclusive basis by Best Buy stores.

"Best Buy first launched the product in Los Angeles in October,

Product manager and translation specialist Linnea Nigro conducted an extensive national market research study, which confirmed ComputerPREP's expectations of a strong market for such a product.

and it was overwhelmingly successful," says Peter Buswell, president of ComputerPREP.

Michero Washington, Best Buy's national sales manager-software training, adds, "Our goal is to empower Spanish-speaking consumers with efficient a[illegible]tive computer skills. The ComputerPREP training materials really helped bridge the language barrier." Best Buy is committed, he says, to providing consistent service and to being sensitive to the communities it serves. Best Buy will expand the Software Training in Spanish program to Dallas, Chicago, and Washington, D.C.

The courseware aids in comprehension by providing explanatory descriptions in Spanish that relate to what the student sees on the screen. It was designed primarily as an instructor-led tool for use in a computer lab, but due to the simplicity of the exercises, the courseware is said to be suitable for use as well by students interested in extended study on their own time. In addition to Microsoft skills sets, exercises, and answers, each learning guide includes a Spanish glossary.

Every ComputerPREP Spanish Courseware title comes with a free Spanish test using Web@ssessor, ComputerPREP's newest product, which allows trainers to assess the software skills of their Spanish-speaking students before instruction begins.

"This is a dynamic tool in providing training on a skills-needed basis," Buswell says, "and it is very cost effective for corporations."

ComputerPREP is now marketing the Spanish-language computer courseware to training centers, directors of human resources, and community colleges throughout the U.S., Mexico, and Latin American countries. International distribution is anticipated. ComputerPREP is a Drake International Company with offices throughout the world.

For more information on the courses, contact City Colleges Center at (602) 223-4011.

For more information about the Spanish Language Courseware, contact Linnea Nigro at ComputerPREP (800) 228-1027 ext. 4302.

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Educational Qualifications: Ph.D. or equivalent terminal degree preferred; MA/MS required

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Chair, Search and Screen Committee
Office of Student and Academic Affairs
College of Letters and Science
104 South Hall, 1055 Bascom Mall
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AACC Surveys Hot Occupations

Hi-Tech and Nursing Top Programs

The American Association of Community Colleges (AACC) surveyed 1,120 colleges across the nation to determine which of their programs lead to occupations currently in high demand–to determine those that are "hot" occupations. A program is considered hot when completers are hired immediately following or in some cases before graduation.

The survey asked community colleges to identify hot information technology (IT) programs separately because these programs have grown the most in both number and average enrollment since 1994.

A little more than one in five colleges responded to the 1997 survey. Following are highlights.

> ***In the past three years, the average starting salary received by graduates of information technology (IT) programs has increased more than 24 percent–from $20,753 to $25,771.***

- Computer-related technologies, electronics technology, and nursing are the top hot programs.
- Hot program graduates make close to $25,500–a 15 percent increase from three years ago.
- The number of computer-related programs mentioned by community colleges as hot nearly doubled from six in 1994 to 11 in 1997.
- In the past three years, the average starting salary received by graduates of information technology (IT) programs has increased more than 24 percent–from $20,753 to $25,771.
- Through a variety of credit and noncredit programs, community colleges are already meeting the training demands of the projected fastest-growing occupations.

AACC

To order copies of the Hot Programs Research Brief, contact Community College Press at (800) 250-6557.

For information on the Hot Programs survey results or related information, contact Gregory Kienzl, research assistant, by phone at (202) 728-0200 ext. 258 or by e-mail at <gkienzl@aacc.nche.edu>.

SUCCESS STORY

NMSU's Persistent Peruvian

Crisscrosses U.S. to Pursue Education

BY
JESS WILLIAMS

It was 43 years ago last December, in a small, unheated farm house in central Peru, that a baby arrived. The parents were dirt-poor subsistence farmers with three other children. The family survived on about $30 a month from farming income.

The infant, a boy, grew up on hard work, in a home with no electricity and no running water. But he cultivated some dreams.

Today, Nicasio Lozano is a citizen of the United States and an assistant professor of civil, agricultural, and geological engineering at New Mexico State University (NMSU). The road from the farmhouse to the front of the class, he said, was not easy.

His early childhood was spent on the farm, taking care of pigs and driving them seasonally to feed across a mile-wide savannah that the locals called "the sand box." Along the way, he saw mining trucks and heavy equipment traversing the roads. Having no toys, he and his friends built tunnels and dams in the sand, building imaginary mines and roads while the pigs fed nearby.

"It fascinated me," he said of the heavy equipment and mining enterprises near his village. "I wanted to build things and drive those trucks."

At the age of 12, Lozano left the family farm in Quishuar, Peru, and ventured to the nearest city, Huancayo, where he worked in the early mornings and evenings so he could afford to go to school during the day. He worked as a servant for a wealthy family, cleaning their toilets in return for room and board.

Eventually, the man of the house

NMSU assistant professor of civil, agricultural, and geological engineering Nic Lozano works in a lab on the Las Cruces, N.M., campus.

"A rich veterinarian in a village a few miles away would arrange jobs for Peruvian boys as shepherds in the United States. Lozano's cousin saw the shepherd route as a way to see the U.S. and earn money for college at the same time. They set out to find the veterinarian.

gave Lozano more responsibility on a bakery route. In the pre-dawn hours, he would load and then ride in a delivery truck around the city, stopping periodically to unload bread and baked goods at various shops and kitchens. In the evenings, after school, he would ride back through the city to these same shops and kitchens, collecting the money from sales to return to the baker's business.

He did his homework on weekends and late into the night on weeknights, rising at 3 a.m. to prepare for another day. In 1971, he graduated from high school. And he dreamed of going to college.

Lozano said he had a cousin who also wanted to attend college, but the two of them ran into a series of financial roadblocks as they tried to figure out a way to receive more education. Meanwhile, Lozano went about educating himself, reading every one of the 200 or so books in his village's little library.

Finally, in the summer of 1972, his cousin had an idea. He had heard that there was a rich veterinarian in a village a few miles away who would arrange jobs for Peruvian boys as shepherds in the United States. Lozano's cousin saw the shepherd route as a way to see the U.S. and earn money for college at the same time. They set out to find the veterinarian.

Lozano said the veterinarian did not encourage them. He told them they were too young and inexperienced for the hard work involved. He told them they would be alone for too long, far from home, and that they could not go to school while they worked.

"All our dreams of getting jobs and getting rich went away," Lozano said.

So the boys went to Lima, Peru's capital city, where Lozano lived with relatives in a low-income area. Again, he was hauling his water and living without electricity, when one day he got an opportunity to go to the rich section of the city to apply for another shepherding job in the U.S.

From 1972 to 1975, Lozano lived in a wagon, surrounded by hundreds of sheep and a few loyal dogs. He herded the livestock alone, learning English a little at a time from the ranch hands and supply drivers who occasionally visited him in the fields. From his salary of $180 a month, he managed to save $8,000.

"They took us to a place in the center of Lima to sign some applications," Lozano said. "It was a nice neighborhood with quiet, clean streets and nice homes with green lawns. It was like paradise to me."

The gatekeepers of "paradise" offered Lozano and his cousin a contract to sign, and gave them a week to think about it. On the plus side, Lozano said, the boys were promised $180 a month, plus room and board. On the minus side, they would be leaving home–young, inexperienced, and not schooled in English–for a strange country, far away. He signed the contract.

Nic Lozano (on right) is shown here practicing his earlier profession of shepherding. He's now an assistant professor of engineering at New Mexico State University in Las Cruces.

By March of 1972, Lozano was an employee of the Western Range Association, arriving by jet in Los Angeles with two of his cousins who also had signed contracts. Lozano was sent to a ranch near Lancaster, Calif. He didn't see his cousins again for 10 years.

From 1972 to 1975, Lozano said, he collected his monthly paychecks and lived in a wagon, surrounded by hundreds of sheep and a few loyal dogs. He watered, moved, and herded the livestock, learning English a little at a time from the ranch hands and supply drivers who occasionally visited him in the fields. He managed to save $8,000.

By the end of 1975, he was ready to hang up his shepherd's clothes and pursue his dream again, so he moved back to Los Angeles and enrolled in an English-language school. The problem, he soon learned, was that he became an illegal alien the minute he walked away from the sponsorship of the Western Range Association.

"The school kept me as long as they could without the paperwork," he said, "but pretty soon, I was back in Peru."

> ***When his name was called, he approached the consulate officer, who said, "You're that sheepherder who wants to go to college, aren't you?" Thirty minutes and $40-for-an-application-fee later, Lozano had the visa he needed to start school at Boise State University.***

It was a heady time for an ambitious young man who wanted to improve his mind. Lozano said he remembers the lunar landings and other high-tech breakthroughs of the time, all of which whetted his desire to get a college degree in the United States.

So, in 1976, he went back to the rich neighborhood in Lima, and he signed another shepherd's contract with the Western Range Association. This time, he ended up just outside Boise, Idaho.

But this time, he told his new employers on the Idaho ranch of his dream to go to school after his three-year contract had expired. They took an interest in him and gave him responsibility over a big herd–up to 3,000 sheep.

Again, he made his home in a wagon in winter, a tent in summer, enduring the vagaries of the weather and the loneliness of the range. And he once again started saving his paychecks, which totaled $400 a month when he started, $600 a month by the time his contract came to an end.

One afternoon in the Idaho desert, he and his flock came across two men in a four-wheel drive vehicle. Lozano talked to them, and they told him he was the first shepherd they'd ever met who could speak English. Lozano traded them some coyote pelts for a gun, and thus a friendship was born.

In three year's time, Lozano had saved $22,000 and told his boss he wanted to go to college. The rancher agreed to help him get a green card, but the Western Range Association refused to go along with the plan. Defeated, the rancher did what he could: he wrote Lozano a check and gave him a plane ticket back to Peru.

Rather than go back immediately, Lozano looked up his friend from the gun-for-pelts trade and offered to help him build his cabin. The man agreed, and he also arranged for Lozano to take application exams at Boise State University. Later, a student advisor told Lozano he qualified for admission if he could obtain a student visa. The best way to get one, the advisor said, was for Lozano to go to Canada and ask the American Consulate in Calgary for help. With his plane ticket for Peru in his hand in case things didn't work out, Lozano flew north.

In Calgary, Lozano found the consulate and approached nervously, wondering whether his dreams would be quashed yet again. When his name was called, he approached the consulate officer, who said, "You're that sheepherder who wants to go to college, aren't you?" Thirty minutes and $40-for-an-application-fee later, Lozano had the visa he needed to start school at BSU. It was 1979.

Lozano majored in geology and geophysics, carrying 16 hours a semester. At the end of his first semester, he had spent $4,000 of his savings and had earned a grade point average of 2.5, which placed him in danger of losing his student visa for low grades. He was ready to quit college and go back to ranch work, when one of his professors invited him to dinner and encouraged him not to give up.

"So I went another semester, and I got good grades," Lozano said. "I made the commitment, and I made it work."

To replenish his savings, he worked in the summers, first as a mule packer and later as a researcher for the Department of Agriculture, evaluating erosion-control methods for Idaho public lands.

By 1983, working weekends, holidays, and summers to keep enough money in the bank to support himself, Lozano graduated with a bachelor of science degree in geology and geophysics. But he couldn't attend graduation, because he was already at the University of Alaska in Fairbanks, gearing up for a two-year master's degree in geological engineering.

During his studies in Alaska, Lozano happened to have as one of his professors the then-current president of the Society of Mining Engineers. As Lozano neared completion of his master's degree in 1986, his professor asked him to apply to the doctoral program at the University of Mississippi. Lozano wrote a letter of inquiry and shortly thereafter received an offer that included a teaching assistantship to offset his expenses.

He accepted, but only after his homeland of Peru dealt him a blow to his pride. While considering the offer to move to Mississippi, he also was looking into a fellowship from the Organization of American States that would have allowed him to go back to Peru and do work to evaluate mining facilities and to help design affordable and safe landfill liners. But the national sponsorship program for the Peruvian government declined his application, and even questioned his citizenship.

Daunted and hurt, Lozano accepted the doctoral-program assistantship in Mississippi and by May of 1994 received his doctorate in geological engineering. Consumed with the desire to work, he missed his graduation ceremony to take a $1,200 fellowship assignment in Ohio.

Within a month, he was hired on full-time as an engineer for a Mississippi company, where he helped build roads and bridges. Although he longed to teach, he knew that this job offered him an opportunity to gain practical field experience in civil engineering, so he stuck with it until 1997, when he applied for a position teaching at New Mexico State University.

"I was impressed when I came here," he said, "by the curriculum, the faculty, the number of students, and the college's achievements at the national scale. I liked the courses they asked me to teach, and the university had a Latin American Studies center. It was just the sort of place I was looking for."

The feeling was mutual. NMSU offered Lozano the job effective Aug. 1, 1997, and he accepted. The sheep herder had become a professor.

Lozano said he became an American citizen sometime during the transition from doctoral student to doctor, but he can't remember exactly when because "everything happened so fast."

As Lozano continues to count birthdays, he said he doesn't have much more to wish for. Against all odds, the boy born in that farmhouse in Peru achieved his dream.

ASU-Tempe Intergroups Relations Center   Texas A&M Law Affiliation   Antonio Ramon

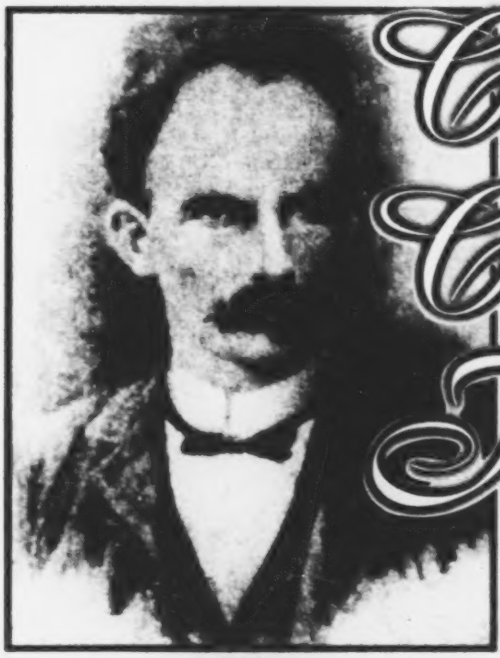
JULY 3, 1998 • $3.75   http://www.HispanicOutlook.com   VOLUME 8 • NUMBER 22

THE HISPANIC Outlook IN HIGHER EDUCATION

PROMOTING LA CULTURA

José Martí

En el centenario de su muerte



Círculo de Cultura Panamericano

Memoria de los Congresos Martianos
del Círculo de Cultura Panamericano
en la Universidad de Miami, Florida y en
the William Paterson College of New Jersey

CÍRCULO: REVISTA DE CULTURA

Número Extraordinario

Volumen XXV

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1998 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O.Box 68, Paramus, New Jersey 07652

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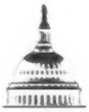

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Cover Photo: Courtesy of Circulo de Cultura Panamericano

Distance Education Gathering Steam

BY GUSTAVO A. MELLANDER

Distance learning is an increasingly significant component of higher education. Cooperatives and consortia cross state lines. One that has received much publicity is the Western Governors University, a "virtual university" sponsored by the governors of 15 states. Another mammoth venture is the Committee on Institutional Cooperation, which consists of 12 large universities, including Pennsylvania State University, the University of Iowa, Ohio State University, the University of Minnesota, the University of Wisconsin, and the University of Illinois.

These examples highlight the growing importance of distance education. But is it a regional phenomenon or a national one? To answer that and related questions, the National Center for Education Statistics studies the who, where, what, and when of distance education throughout the country.

What Types of Institutions?

In Fall 1995, a third of colleges and universities offered distance education courses, another quarter planned to offer them in the next three years, and 42 percent did not offer and did not plan to offer them in that time frame.

Public institutions surpass private ones in the use of distance education courses: 58 percent of public two-year and 62 percent of public four-year colleges and universities, compared with a mere 2 percent of private two-year and 12 percent of private four-year entities.

The percentage of institutions offering distance education courses also vary by size and geographic region. They are popular in the West and the Midwest. Few **small** institutions and fewer institutions in the **Northeast** offer distance education. Among the exceptions are Thomas Edison State College in New Jersey, a pioneering "school without walls," and Empire State in New York, both of which have offered nontraditional forms of education, beyond correspondence courses, over several decades.

How Extensive?

In academic year 1994-95, an estimated 25,730 distance education courses with different catalog numbers were offered. Of these, 45 percent were offered by public four-year institutions, 39 percent by public two-year, and 16 percent by private four-year institutions. About half of those that offered distance education courses in Fall 1995 scheduled 10 or fewer courses in academic year 1994-95, with 24 percent offering one to four courses and 21 percent offering five to 10.

Of about 14.3 million students enrolled in Fall 1994, approximately 758,640 formally enrolled in distance education courses that year. Offerings targeted both undergraduate and graduate students.

Eighty-one percent of institutions reported offering courses primarily for undergraduate students; 34 percent, for graduate students.

Thirteen percent offered courses designed for students in professional continuing education. Six percent or fewer offered courses designed primarily for each of the following: elementary and secondary students, adult basic education students, and other continuing education students.

Among potential audiences for the courses, professionals seeking recertification and people seeking skill-updating or retraining were targeted by more institutions.

Technologies Planned and in Use

Of those offering distance courses in Fall 1995, 57 percent used two-way interactive video, and 52 percent used one-way prerecorded video to deliver courses. About a quarter used two-way audio with one-way video, as well as computer-based technologies other than two-way on-line interactions during instruction (for example, the Internet). Each of the other technologies was used by 14 percent or fewer of the institutions.

About three-quarters of the institutions currently offering or planning to offer distance education courses expect in the next three years to start or increase their use of two-way interactive video, two-way on-line (computer-based) interactions during instruction, and other computer-based technologies to deliver their distance education courses. Fewer institutions had plans to start or increase their use of the other technologies, ranging from eight percent for audiographics to 49 percent for one-way prerecorded video.

In Fall 1995, a third of colleges and universities offered distance education courses, another quarter planned to offer them in the next three years, and 42 percent did not offer and did not plan to offer them in that time frame.

For more details and descriptive charts see: *U.S. Department of Education. National Center for Education Statistics. Distance Education in Higher Education Institutions, NCES 98-062*, by Laurie Lewis, Debbie Alexander, and Elizabeth Farris. Project Officer, Bernard Greene. Washington, DC: 1997.

Dr. Mellander is a professor at George Mason University.

Círculo de Cultura Panamericano

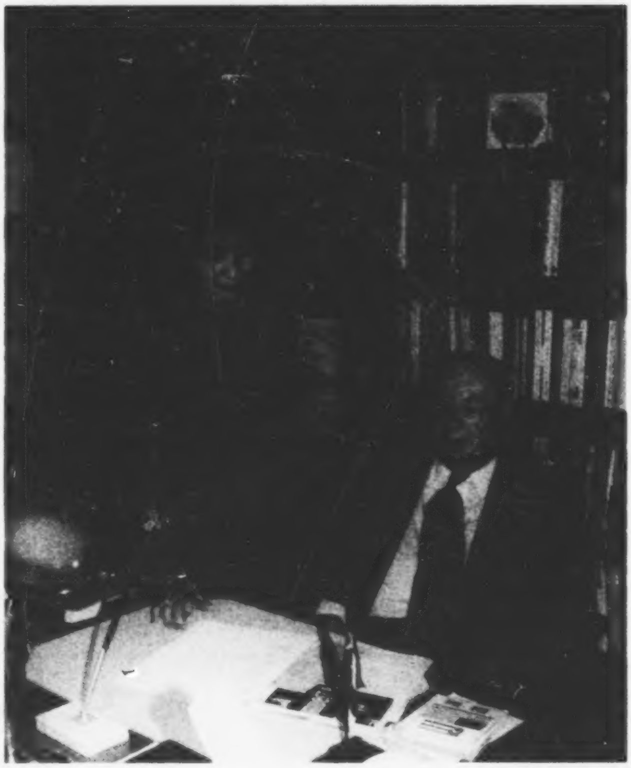
Keepers of the Flame

BY ADALYN HIXSON

"At the time, there was not a very big interest in Spanish America," says Elio Alba-Buffill, noting that the Círculo was founded by people who believed in freedom, people who believed in democracy, "people who wanted to create mutual respect and to promote Spanish American culture in this country. That was the general idea....And partly it was to be close to the homeland."

"As soon as the scholars realized that we are trying to reach a lot of Latin Americans and provide exposure, they came. And they developed the organization."

DR. ELIO ALBA-BUFFILL, NATIONAL EXECUTIVE SECRETARY, CÍRCULO DE CULTURA PANAMERICANO



Esther Sánchez Grey-Alba and Elio Alba-Buffill

HO is interviewing Elio Alba-Buffill and Esther Sánchez Grey-Alba, keepers of the flame, two who've worked together over many years to stimulate and to preserve recognition in the United States of Latin American literary culture.

The venue of this talented couple is the Círculo de Cultura Panamericano (CCP), an association founded in 1963 by Dr. Carlos M. Raggi y Ageo, a professor at Russell Sage College, his wife, Ana González Raggi, and other college professors. Many were Cuban expatriates. "Dolores Martí–she was from Purdue–and others were pretty high-ranking. Some of them were very prominent in the Cuban culture they had left–professors at the University of Havana," says Dr. Alba.

The Albas, too, are from Cuba and met while classmates at the University of Havana. They later married.

In the '60s, many Mexicans and Central Americans came to the United States as well. And Dominicans, escaping the chaos that followed the collapse of Trujillo's regime.

The first annual meeting was held in December 1963, set to coincide with conventions of both the Modern Language Association (MLA) and the American Association of Teachers of Spanish and Portuguese, meetings attended by likely constituents. This approach worked, and the schedule was kept for several years.

Books on José Martí Exhibit XV Summer Cultural Convention of C.C.P. July 28, 1995, Koubek Mansion, University of Miami.

The Journals

"In the beginning, it was very difficult," says Alba. "They had very few members, and they had to publish a literary magazine. The association grew little by little. It was almost a miracle.

"They founded a literary magazine, *Círculo: Revista de Cultura*, that included criticism of Hispanic American and Spanish literature. And in the *Círculo Poético*, the journal of poems, they had poems, original poems by new poets in the United States, in Mexico, in Puerto Rico–this in spite of the fact that in the beginning, they, the ones who created the group, were Cubans. And the association through the years was developed to embrace all Latin Americans who were here and all Americans who were interested in the Hispanic American culture."

The bylaws stipulated that the association's national executive secretary be elected every six years and, in effect, its executive director, would be the journal editor.

When founder/editor/national executive secretary Raggi died in 1975, the executive committee elected Dr. Alba, then a professor at CUNY's Kingsborough Community College, as its new national executive secretary/editor, and re-elected him every six years thereafter.

"It was a big job. I was lucky to be elected at the time that the institution had grown enough to make a change," Alba tells *HO*. "The first change that we made was to print the literary journal" rather than reproducing it via mimeography, the mode used earlier.

"As soon as we did that, we had more ability to print not only the essays of literary criticism but also short stories and book reviews." Alba's wife and Alberto Gutiérrez de la Solana worked with him as associate editors while Ana Raggi edited the poetry journal.

Alba's first volume was a special issue entitled *Estudios Literarios Sobre Hispanoamérica* and dedicated to the memory of founder Raggi.

Since then, the journal has been published every year, the number of pages has increased, and, because of the high standards of its contributions, it has gained membership in The Conference of Editors of Learned Journals.

Articles published in *Círculo: Revista de Cultura* are included in numerous bibliographies in the United States and abroad. Subscribers include many other public and university libraries here, in Latin America, and in Europe.

Librarians call to request a complete set of the journals, but for several issues, no extra copies remain in Dr. Alba's possession. And given the *Círculo*'s limited funding, there has been no way to reprint or copy the volumes. Donations from the libraries of present or past members would be much appreciated, especially Volumes VI (1977), VII (1978), and X (1981).

HO asks Dr. Alba to what institution he might donate his collection of *Círculo* volumes and related papers. "My personal collection," he says, "doesn't belong to me," but he mentions several universities.

"Yale and Princeton have done an excellent job. The University of Miami, of Florida. Florida International, New York University. There are many. SUNY and CUNY both are excellent. I would say that the amount of interest in our culture in the last 17 years has been wonderful."

Leadership

Prominent professors, poets, novelists, and historians have been elected president of the institution. Dolores Martí de Cid, Luis A. Baralt, José Cid Pérez, Calixto C. Masó, Jorge Luis Martí, Edilberto Marbán, Mercedes García Tuduri, Humberto Piñera Llera, Enrique Labrador Ruíz, Roberto Agramonte, Antonio Radamés de la Campa, Octavio R. Costa.

Novelist Hilda Perera is the current president. Now editing *Círculo Poético* is Professor Gladys Zaldívar, who will be succeeded for 1998-99 by playwright and poet José Corrales and professor, historian, and poet René León.

The Conventions

Early annual meetings were held in Manhattan, first at the Spanish Institute and later at New York University, then for many years at Bergen Community College, and later moved to The William Paterson College, now a university, both in northern New Jersey. With participation by more and more professors at universities in the U.S., and sometimes from Spain and Latin America, the meetings became conventions, scheduled for two, then three, days.

CCP also conducts summer cultural conventions, "Congresos

> ***"I really enjoy that we are a team. We share the same feelings, the same faith, the same will to do something that we consider is beautiful and useful for our time."***
>
> ESTHER SÁNCHEZ GREY-ALBA

Culturales de Verano," at the University of Miami the last weekend of July.

"We started doing the convention in 1980," says Dr. Alba. We also held it at Bergen Community College at the time that Dr. López-Isa was president," says Alba, "for several years. And for three days. And then a lot of people came from different universities, different states. It became really a national convention–to a certain degree an international convention. Even professors from South America–Dr. Zapata from the University of Mendoza in Argentina. Dr. Rela from the Catholic University of Uruguay.

"We presented at the convention poetry readings. We presented short plays. Concerts, classical and Latin American concerts. Exhibitions of paintings. We did a lot of cultural events, and we had the backing of the University of Miami."

Because they were held at the university, the community was welcome. "And admittance was free," says Esther Grey-Alba.

Both conventions continue to be multifaceted cultural events, with special sessions often held to study promiment writers such as Rubén Darío, Pedro Henríquez Ureña, Juan Montalvo, José Enrique Rodo, José Ortega y Gasset, Eugenio Florit, Lydia Cabrera, Enrique Laborador Ruiz, Juana Borrero, Reinaldo Arenas, and Jorge Luis Borges.

Señora Alba mentions the work of Hilda Perera, "a Cuban writer, a woman, very well recognized in Latin America and in Spain. But it is not only this kind of person whom we recognize but also new writers. We always pay attention not only to the ones with international recognition but also to new people who have the quality."

Studied, too, are the relations between the American and the Spanish and Spanish American cultures. Many related essays are included in issues of *Círculo: Revista de Cultura*.

The Chapters

"We have 700 members now. Writers, poets, professors at colleges and universities. In 1975, it was 150," says Dr. Alba. Also welcome are educators from secondary schools. Indeed, all who embrace Latino literature.

Members in several regions have formed chapters that both reach out for new constituents and conduct cultural activities. The Miami and New Jersey chapters are especially active. Newest is the Houston Chapter, which has in just a few years developed a very active cultural life, says Dr. Alba. And the Charlotte Chapter, in North Carolina, develops publications related to Spanish American culture. *HO* asks why Charlotte, North Carolina?

"There were a few Latin American professors who knew of the idea, and they wrote to us for permission to do so," says Alba. "They do a wonderful job. This chapter is very Latin American. In Miami, more are Cuban.

"Before I took office, there were a few chapters, then a few more, because as we grow, we try to embrace everybody. The literary magazine helped a lot." And the conventions. "At the conventions we had Borges from Argentina, Montalvo from Ecuador.

"As soon as the scholars realized that we are trying to reach a lot of Latin Americans and provide exposure, they came. And they developed the organization. Some of the professors, in New Mexico, for example, brought in many new members. They reached out a lot."

CCP sponsors literary competitions with the collaboration of the chapters. The Miami Chapter has offered two, the José María Heredia Award in poetry, sponsored by Republic National Bank of Miami, and Los Carbonnel in essay, sponsored by Interamerican Bank of Miami, and is launching a third, with national sponsorship, for the short story. The New Jersey Chapter sponsors the Enrique Labrador Ruiz Award.

Last year, CCP initiated the Alberto Gutiérrez de la Solana Award, sponsored by the Association of International Studies of New Jersey and granted in alternate years for a play and a novel. These award competitions are often announced both in the U.S. and abroad.

"This year, we are going to celebrate the birthday of Federico García Lorca. And the centennial of the famous Spanish generation of '98. The Centennial of the Hispanic-Cuban American War. But we don't cover only the Spanish. Also Cuban independence. We are taking care of all these things. Calling attention to them," says Esther Sánchez Grey de Alba.

Dr. López-Isa says, "Elio has been doing all the talking, but the force behind Elio is Esther."

"That is true," responds Elio

Closing Session XV Summer Cultural Convention of C.C.P., cosponsored by University of Miami, Koubek Memorial Center Auditorium, July 30, 1995

Alba. "Every time, I have to talk in recognition of my wife."

"I have not done as much," she responds, "but I do my part, and I really enjoy that we are a team. We share the same feelings, the same faith, the same will to do something that we consider is beautiful and useful for our time."

> ***Articles published in*** **Círculo: Revista de Cultura** ***are included in numerous bibliographies in the United States and abroad. Subscribers include many other public and university libraries here, in Latin America, and in Europe.***

Dr. López-Isa notes that in literary circles, Esther Sánchez Grey-Alba has a fine reputation quite apart from her work for CCP and that she is an excellent literary critic.

"My interest is in the theater–the theater as a literary piece," she says. "Especially the Cuban theater. That's the one I study most. And my great interest is to follow the direction of the Cuban theater, how it has developed through the 20th century. I am now working on a book called *A Panoramic View of the Cuban Theater*," she says. Her husband adds that she has published a book on the women in the Spanish American theater that received "great literary recognition–very, very positive."

Dr. López-Isa mentions that Elio Alba, now a CUNY professor emeritus, is constantly lecturing, that organizations are always after him as a speaker.

HO asks Dr. Alba what is his favorite lecture topic. "The essay" he replies with gusto. "I have a book, *The Essay in Latin American*, that was published by the Catholic University of Uruguay, and now one in print that will come out this year–*Cubans of the 19th and 20th Centuries*. Fifteen of the most important–five from the 19th century, 10 from the 20th."

Asked who these important men are, Dr. Alba recites the names lovingly and without hesitation.

With that same grace and passion, Elio Alba-Buffill and Esther Sánchez Grey-Alba serve the very worthy *Círculo de Cultura Panamericano*.

July 24-26, 1998
XVIII Summer Cultural Convention of Círculo de Cultura Panamericano. Co-sponsored by The University of Miami, School of Continuing Education. Held at Koubek Memorial Center, University of Miami. Sessions on Spanish and Spanish American Literature and Culture. Special Session on Jorge Manach in the Centenary Year of his birth. Also Reading of Poetry, Painting and Book Exhibitions, and a Concert of Spanish American Music.

November 13-15, 1998
Annual Convention of Círculo de Cultura Panamericano. Co-sponsored by The William Paterson University of New Jersey. Held at Holiday Inn, Totowa, N.J., and The William Paterson University, N.J. Sessions on Spanish and Spanish American Literature and Culture. Special Sessions on Federico García Lorca in the centenary of his birth; The 100th anniversary of the ending of the Spanish-Cuban-American War, and The Centennial of the '98 Spanish Generation. Book Exhibition.

Contact: Círculo de Cultura Panamericano
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Arizona Campus Combats Racism

ASU
ARIZONA STATE UNIVERSITY

BY BLANCA NIEVES

Race relations at Arizona State University (ASU) in Tempe reached an all-time low in February 1996 after a teaching assistant passed out four pages of racist and sexist jokes in a first-year English class.

Her intent was to provoke a discussion on the power of language and writing, but the activity backfired. The handouts, retrieved from the Internet, offended many at the nation's sixth largest university, and an ugly debate over race erupted.

During the next few weeks, protest rallies were held, minority students reported being verbally assaulted on campus, some professors received hate mail, and gay students were harassed. The highly publicized incidents strained relations even further.

Intergroup Relations Center Open House. March 12, 1998. Dr. Jesús Treviño, director (right), and Dr. Lattie Coor, president of ASU (center).

Then student groups mobilized. They met with administration officials who made suggestions on how to improve the racially charged climate.

What they came up with is the ASU Intergroup Relations Center—perhaps the only campus center in the country that focuses on improving relations with different groups, not just different races, officials said.

"What makes us unique is that we're doing this on a full-time basis throughout the year. We take a much broader approach than just tackling each incident as it comes up," said Jesús Treviño, director of the center, which opened last August.

With six offices in the Student Services Building, the center sponsors discussions between members of different races, sexual orientations, and genders, and is a resource for faculty members interested in talking about these issues in class. The center also provides training for teaching assistants and administrative staff on dealing with diversity and addressing controversial issues.

Treviño, formerly the assistant

> ***"What makes us unique is that we're doing this on a full-time basis throughout the year. We take a much broader approach than just tackling each incident as it comes up."***
>
> JESÚS TREVIÑO, DIRECTOR OF ASU INTERGROUP RELATIONS CENTER

dean for cultural diversity, said the center could serve as a national model and revolutionize the way issues of discrimination are addressed at colleges and universities.

"People assume that when you place different groups in the same place, they will come together on their own," he said. "It won't happen. We've seen that on campus with different groups forming cliques and staying to themselves. The interaction won't occur naturally. We have to make it happen."

On a campus as diverse as ASU–nearly a quarter of the 45,000-member student body is an ethnic minority–it's important for students to realize that they belong to many different groups and that discrimination works both ways, Treviño said.

"For instance, I am a heterosexual male Chicano. I'm a member of several different groups," he said. "I need to acknowledge that I am both a victim of discrimination and a perpetrator of discrimination."

The university is 74 percent Anglo, 10 percent Hispanic, four percent Asian, three percent African American, and two percent Native American. International students make up nearly four percent of the student body.

Treviño said that they take a diplomatic approach to discussing the highly sensitive issues of race and discrimination.

"You can't just go up to someone and tell them that they're a racist. The person will become defensive, angry, and won't listen. The key is to point out that we all have stereotypes."

The center's primary efforts to combat racism on campus are accomplished through three programs.

Leadership 2000 is a three-and-a-half-day retreat for a diverse group of 80 students representing different genders, races, ethnicities, disabilities, and sexual orientations. Participants stay at Prescott, a mountain lodge. Once there, they are led in discussions about the interplay between race, class, gender, and sexual orientation–discussions amounting to oppression awareness.

"The key to this program is that it is based on dialogue and interaction, not some lectures," said Kris Ewing, a manager and trainer in the center. "We take student trainers and special staff called facilitators to help shape the dialogue. We also have simulation games."

In **Voices of Discovery**, students from two different backgrounds are brought together for six weeks to learn about one another. For example, African Americans are paired with Anglos and Latinos; Asians with Anglos.

Led by trained facilitators, the students–who earn college credit for this workshop–ask one another questions and develop a dialogue about their differences, which helps them to understand their mutual fears and suspicions and to overcome ignorance and mistrust, said Ewing.

"The general reaction among the faculty is 'I hadn't thought about these things before. This has made me confront my own beliefs,'" he said. "People have been serious about diversity before but not in this way, with this intensity."

DUANE ROEN, DIRECTOR OF ENGLISH COMPOSITION CLASSES

Anti-Hate Rally. Arizona State University-West Campus. Tuesday, March 10, 1998.
Kris Ewing, manager, Intergroup Relations Center.

In another workshop, **Becoming an Ally**, students are trained to act as helpers in dismantling discrimination against multiple groups. Participants explore in practical terms the prospects and challenges of becoming allies for oppressed groups and to understand their role in both supporting and being oppressed.

"We're helping them develop skills on how to be allies for others," Ewing said. "We've created a cadre of students and hope to get them involved in community service."

Orlando Carreon, a 21-year-old junior studying business management, took part in two "Becoming

> ***"People assume that when you place different groups in the same place, they will come together on their own," said Treviño. "The interaction won't occur naturally. We have to make it happen."***

an Ally" workshops last semester. By the end of the experience, he found that it was beneficial beyond the credits that he received for taking part.

Carreon, a member of the Tau Psi Omega fraternity, attended a workshop on "Hispanic Greeks and Non-Greeks." The second was "Heterosexual and Gay."

"I think they broadened my mind phenomenally. I learned about the hardships the gay community goes through," he said. "Before this course, I was so unaware. I made a lot of friends that I would never have made before."

In the workshop focusing on fraternities, Carreon said he took the opportunity to explain to some of his classmates why he valued fraternity life.

"Some of those who attended didn't like the Greek system because they didn't understand it," he said. "We educated them and broke down some of the stereotypes they had, like the fact that we don't haze our members. We're not sure if they respected us more, but at least they came away with a lot more information."

Carreon was so energized by the experience that he now holds frank discussions with friends and family sharing his newfound perspective. "I'm a much better person than I was," he said.

Kathy Hidalgo, a Spanish literature and political science senior, attended the Leadership 2000 program in her first year. Since then, she has been involved in diversity issues on campus and is currently an assistant trainer at the Intergroup Relations Center.

"Prior to the creation of the center, we didn't have a central location. We didn't have a place to do the work that we do in terms of improving race relations and combating discrimination on campus," she said.

"Students are hungry for dialogue. The center provides for them a safe environment in which to tackle these difficult issues."

Hidalgo, who is of Mexican American heritage, said she initially suffered culture shock when she came to ASU because there were few people like her.

Leadership 2000 provided "a rare opportunity to feel unified with students and staff of different backgrounds in a common goal–to erase racism, ignorance, and bigotry."

In addition to the three basic programs, the center provides training for professors and staff, in-house workshops, and work in the community.

"We have gone to high schools to talk to the seniors and provide them with information about the diverse student body they are likely to encounter when they enter college," said Hidalgo.

The Intergroup Relations Center, funded through the provost's office, employs three full-time staffers and several student volunteers. Officials said that they hope to hire more staff and to increase Center activities.

Ewing estimates that since its opening last August, the center has reached about 3,000 students and staff through various programs, training workshops, and other activities.

In March, it officially celebrated the center's opening and kicked off its campaign for a Hate-Free Campus, a concentrated effort to educate the academic community about the center's many programs. The center has also traveled to the university's satellite campuses.

"We want to get the word out that we are here and that we will help. We have a great opportunity, and it is work that needs to be done," said Treviño. "Since the center has been operating, we've had fewer incidents. The goal is to have none at all."

In early April, staffers were called in to help a professor who was having difficulty getting his students to work together.

"There were issues of age, race, and gender that were creating barriers to the group working together to do different projects," said Ewing. "We went into the classroom twice and held a lot of interactive dialogue that helped them to see things differently. Those sessions broke down a lot of barriers."

Duane Roen, director of the English composition classes, said workshops for faculty members began shortly after the February 1996 incident.

Speaking of the teaching assistant whose handouts generated the uproar, he said, "Her intentions were noble, but her execution was problematic, and it caused a lot of problems. It made me realize that we need to be talking with our teachers. When you choose instructional materials, they might not affect students the way you want them to."

Treviño devised for the faculty a series of eight-hour workshops. The four sessions held in the past two years focused on techniques for generating constructive dialogue in the classroom, diversity in the classroom, conflict and conflict de-escalation, and social identity and free speech.

"Our aim is to get the faculty together and help them understand the different challenges of diversity in the classroom," said Treviño.

Roen, who supervises 145 teachers, said the workshops have been well received.

"The general reaction among the faculty is 'I hadn't thought about these things before. This has made me confront my own beliefs,'" he said. "People have been serious about diversity before but not in this way, with this intensity."

The center, and Treviño in particular, has raised awareness a great deal, and he has helped teachers equip themselves with strategies for talking about diversity sensitively.

Roen, who wrote a thesis in 1970 on cultural diversity in American life, said that the sessions have been enlightening.

"Jesús has helped me mentor teachers in a more effective way than in the past. Working with these people in the center has made me realize I have a lot more to learn.

"As for the center itself," he summarized, "I hope it thrives and that other colleges and universities use it as a model and form their own centers."

I Am Not a Racist, but...

University of Michigan Study Explores White Ideology

"'I Am Not a Racist, but...': White Ideology in the Post-Civil Rights Period" was presented last year in Toronto at a meeting of the American Sociological Association.

Young White Americans might harbor more racist attitudes than surveys suggest, according to a study of 451 U.S. college students conducted by a University of Michigan professor.

"Direct, overt expressions of racism are rare these days," says Eduardo Bonilla-Silva, assistant professor of sociology at the University of Michigan College of Literature, Science, and the Arts and the Center for Afroamerican and African Studies. "When you compare the results of recent and past surveys of public attitudes towards Blacks and other minorities, it seems that racial attitudes have improved dramatically.

"But when you ask survey respondents to explain their attitudes about issues such as racial intermarriage and affirmative action, you find a hidden reservoir of racial animosity and suspicion."

For the 1997 study, Bonilla-Silva and colleagues surveyed 451 White students at the University of Michigan, the University of Florida, and Portland State University, then randomly selected 41 students for personal interviews. About 90 percent of those surveyed said they approved of racial intermarriage. But only 30 percent of those who were later interviewed about their attitudes turned out to approve of the practice. More than half of those who said they approved added that they didn't have any interracial relationships themselves.

"This cannot be attributed to selection bias," notes Bonilla-Silva, "since the survey answers of those who were randomly selected for interviews mirrored the results of the total sample. If anything, the students who were interviewed appeared to have slightly more racially progressive outlooks than the larger group who were surveyed."

"Direct, overt expressions of racism are rare these days, ...but when you ask survey respondents to explain their attitudes about issues such as racial intermarriage and affirmative action, you find a hidden reservoir of racial animosity and suspicion."

EDUARDO BONILLA-SILVA, ASSISTANT PROFESSOR OF SOCIOLOGY, UNIVERSITY OF MICHIGAN

Views of White Students on Affirmative Action Items

	Total Sample[a] (N=451)	Interview Sample[b] (N=41)
B21. An anti-affirmative action proposition passed by a substantial margin in California in 1996. If a similar proposition was put on the ballot in your locality, would you support it, oppose it, or would neither oppose nor support it?		
1) Support the proposal to eliminate affirmative action	36.10%	37.50%
2) Neither support nor oppose the proposal	37.00%	25.00%
3) Oppose the proposal to eliminate affirmative action	26.90%	37.50%
C18. Sometimes Black job seekers should be given special consideration in hiring		
1) Agree	13.70%	17.90%
2) Neither agree nor disagree	21.20%	17.90%
3) Disagree	65.10%	64.10%
G1. Affirmative action programs for Blacks have reduced Whites' chances for jobs, promotions, and admissions to schools and training programs		
1) Agree	49.40%	36.60%
2) Neither agree nor disagree	25.30%	17.10%
3) Disagree	25.30%	46.30%
G2. What do you think are the chances these days that a White person won't get a job or a promotion while an equally or less qualified Black person gets one instead?		
1) Very likely	11.70%	17.90%
2) Somewhat likely	58.90%	46.20%
3) Not very likely	29.40%	35.90%
G3. What do you think are the chances are these days that a White person won't get admitted to a school while an equally or less qualified Black person gets admitted instead?		
1) Very likely	25.20%	15.00%
2) Somewhat likely	53.60%	60.00%
3) Not very likely	21.20%	25.00%
G4. Some people say that because of past discrimination it is sometimes necessary for colleges and universities to reserve openings for Black students. Others oppose quotas because they say quotas discriminate against Whites. What about your opinion--are you for or against quotas to admit Black students?		
1) For	13.30%	22.50%
2) Not sure	35.80%	27.50%
3) Against	50.80%	50.00%

Source: Social Attitudes of College Students Survey 1997

[a] Only includes data from the University of Michigan, University of Florida, and Portland State University (N=451). Data from Washington State University was excluded because in-depth interviews have not been concluded as yet (N=90).

[b] Represents survey participants who also participated in our in-depth interviews (N=41).

Even when those interviewed expressed more liberal views initially, probing their reasons often led them to disown what they had just said. Instead of explaining why they felt the way they initially said they did, according to Bonilla-Silva, they often revealed an opposition to affirmative action, intermarriage, and other racial issues in an indirect, sometimes self-contradictory way.

Content analysis of interview responses revealed "an arsenal of semantic maneuvers to conceal racial opinions." These maneuvers included displacement, in which the speaker's concerns are attributed to others–e.g., "I am not a racist, but I think you should have the best person for the job, regardless of their color."

Bonilla-Silva conducted the study with U-M sociology graduate student Tyrone A. Forman and José A. Padín, Portland State University sociology professor.

This article was prepared through the cooperation of News and Information Services, The University of Michigan.

Eduardo Bonilla-Silva is with the Department of Sociology, University of Michigan, 3012 LSA Bldg., Ann Arbor, Michigan 48109-1382. He can also be reached at <ebonilla@umich.edu>.

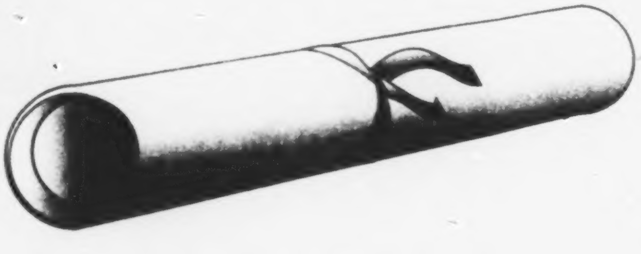
FROM THE FOOTNOTES

By *racial ideology* we mean the relatively coherent system of ideas that provides "the rationalizations for social, political, and economic interactions between the races" (Bonilla-Silva 1997: 474).

Although 36 of our respondents believed that reverse racism is a real phenomenon, only five claimed that they or someone they know has been a victim of it in college admissions or jobs. Of these five, not a single one provided a story that could be conclusively construed as a case of racial discrimination. These findings are consistent with previous research.

The fact that only five of the students referred to racism as institutional or structural and that only two understood its meaning is astounding given that all of them were taking sociology or social science courses at the time of the interview.

The Honor Roll



Palm Beach Community College

Serving with Honesty, Flexibility, and Strength

BY ROGER DEITZ

Palm Beach Community College Central Campus Technology Center

When Dr. Dennis P. Gallon was installed as the fourth president of Palm Beach Community College (PBCC) last January, nearly one thousand community leaders, college administrators, faculty, staff, and students attended the inauguration. On-stage dignitaries included PBCC President Emeritus Edward M. Eissey; The Reverend James M. Proctor, D.Min. of St. Paul African Methodist Episcopal (AME) Church in Jacksonville; and Florida State Representative Sharon Merchant. Rounding out the notables was Countess Henrietta de Hoernle, who, with her husband, Count Adolph de Hoernle, donated more than $1 million to the college in the past year.

Many of the assembled had watched PBCC grow since its first days in the early 1930s. There was pride in the fact that Palm Beach Community College had come a long way in earning its reputation for quality education in Palm Beach County. Today, with more than 100 majors in its associate degrees, as well as certificate programs, PBCC is expanding still further its education and training efforts in the field of workforce development. Its commitment to distance learning presently includes courses via television and the Internet and automated registration via telephone. We welcome Dr. Gallon to Palm Beach Community College, as we welcome his fine institution to this month's Honor Roll.

In his inaugural address, Dr. Gallon reflected, "Being named president of Palm Beach Community College was the achievement of my professional dream, and I will build on the excellent work of my predecessors." Gallon observed that technology is changing the way Palm Beach Community College is doing business and promised to make PBCC a greater partner with business and industry. Emphasizing his commitment to students, Dr. Gallon announced that he plans to work to have a "strong college curriculum to assist those who are underprepared."

He stressed the importance of continuing partnership efforts with the

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Palm Beach Community College President Dennis P. Gallon

Honor Roll Facts in Brief

INSTITUTION:
Palm Beach Community College

LOCATION:
Office of Admissions
4200 Congress Avenue
Lake Worth, FL 33461-4796
(561) 967-PBCC (7222)

ESTABLISHED:
1933

ENROLLMENT:
22,462 Spring Term registered

Palm Beach Community College

DEGREE OFFERINGS:
Associate in Arts
Associate in Science
Various non-degree programs

ANNUAL TUITION:
Per semester hour
$41.50 Florida Residents
$154.48 Out-of-State

NUMBER OF FACULTY:
191 full-time teachers, librarians, and counselors

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Culinary Management
Financial Services
Dental Hygiene
Occupational Therapy
Medical Technology
Postal Service Management

INTERNET (Website) ADDRESS:
http://www.pbcc.cc.fl.us

Palm Beach County School Board's K-12 system, Florida Atlantic University, and many community-based agencies. Dr. Gallon also called on the audience to help him bring his dreams to fruition and to "create a future so glowing that others will light their candles in our fire."

"We need to find a formula for having people live together in harmony. Then we will be successful," he said.

"Community" is the PBCC story. From the beginning, the school has been a community effort. Palm Beach Junior College became Florida's first public community college in 1933 as the result of a number of conferences among civic leaders led by Joe Youngblood, county superintendent of public schools, and Howell L. Watkins, principal of Palm Beach High School, where the college scheduled classes for its first 15 years. Back then, Watkins served a dual role as dean of the college and principal of the high school. In 1948, the college moved to a 21-acre site at Morrison Field, which is now Palm Beach International Airport, then to Lake Park Town Hall in 1951 to carry on a curtailed program for five years.

The Palm Beach County Commission donated the present Central Campus' 114-acre Lake Worth site in 1956, and the Florida Legislature added $1,047,000 for buildings. What followed was a period of tremendous growth in enrollment, staff, course offerings, and services, as well as the addition of many technical and vocational courses and programs.

Palm Beach Junior College merged with Roosevelt Junior College in 1965. Attendance centers opened in Belle Glade, Boca Raton, and northern Palm Beach County in the early 1970s. In 1976, groundbreaking for buildings at PBJC Glades took place, and in 1982, classes began at PBJC North, a 108-acre campus on PGA Boulevard in Palm Beach Gardens. In 1988, Palm Beach Junior College changed its name to Palm Beach Community College.

Courses are offered on the school's four campus locations and at its attendance centers throughout Palm Beach County. Each campus offers general education requirement courses and some programs that might be special to each location. The Central Campus, bordered by beautiful Lake Osborne and John Prince Park in Lake Worth, is the largest. It offers an extensive selection of majors leading to an A.A. degree for those planning to transfer to a university or to an A.S. degree and certificates for those pursuing technical careers. The campus also offers a variety of non-credit classes through the continuing studies department. Among the many Central Campus programs are nursing, paramedic, dental health, hospitality/foodservice, early childhood, criminal justice, and real estate. These attract students from within and without the community. The spacious Watson B. Duncan III Theater, a performing arts instructional facility, hosts many cultural and entertainment events for the general public. Panther Park, a brand new student apartment housing community, accommodates 600.

Community College Week, *based on U.S. Department of Education figures collected for 1994-95, ranked Palm Beach Community College 23rd in the number of associate's degrees conferred in all disciplines. Within the state, the Florida institution placed seventh among the state's 28 community colleges.*

The Edward M. Eissey Campus in Palm Beach Gardens is the site of the 750-seat Edward M. Eissey Campus Theatre, a Career Resource Center, a Center for Personalized Instruction, state-of-the-art computer classrooms and laboratories, the 250-seat Alfred W. Meldon Lecture Hall, and the Art Gallery.

Other campuses include the Glades Campus in Belle Glade, noted for the 470-seat Dolly Hand Cultural Arts Center, and the South Campus, serving south Palm Beach County from its location in Boca Raton, conveniently situated next to Florida Atlantic University.

Of the 16,294 students enrolled at Palm Beach Community College in the fall of 1997-98, 10,026 were female and 6,268 were male. African American students totaled 2,148 and 1,667 of all students were Hispanic, 495 were Asian, 53 Native American, and 317 Non-Resident Alien. The total annual attendance, including students in all programs offered at PBCC, increases the overall student attendance to more than 47,000.

Community College Week, based on U.S. Department of Education figures collected for 1994-95, ranked Palm Beach Community College 23rd in the number of associate's degrees conferred in all disciplines. Within the state, the Florida institution placed seventh among the state's 28 community colleges. Among top graduate producers in liberal arts and sciences, PBCC ranked 15th nationally and 10th in the state. Another point of pride is the statistics that list PBCC eighth nationally in the number of nursing degrees conferred (fifth in state) and 10th overall (fourth in state) in producing graduates in health professions and related sciences.

In recognition of the $1.5 million pledge to Palm Beach Community College by Count Adolph and Countess Henrietta de Hoernle, the Central Campus Technology Center has been named in their honor. The pledge by the Boca Raton couple, well known for their philanthropy, is the largest single donation ever earmarked for the college. The first $500,000 is being used to renovate PBCC's original building in West Palm Beach. The facility will become an educational and community center for the downtown area.

An additional $750,000 will be set aside for scholarships for PBCC students. The remaining $250,000 is earmarked for academic programs or high priority construction, as determined by the new college president.

President Gallon had been president of the Kent Campus at Florida Community College in Jacksonville since 1993. He entered the community college system as a business instructor, earning his Ph.D. and Ed.S. degrees from the University of Florida. His inauguration was paid for through private donations that included contributions from family members and residents of his hometown of Monticello, Fla., which is near Tallahassee. At the inauguration, he equated being college president to "intergalactic bungee jumping," and told his audience that "In the future, the college needs a bungee cord with strands of honesty, flexibility, and strength."

"I can lead," he explained, "because I have friends and family who can help me if I fall."

Mexican Bar and LULAC Side with Texas A&M

But Agreement Draws Fire from UH President

> ***Arturo De León, president of the Mexican American Bar Association of Houston, says that passing the resolution sparked much discussion by members of his organization. "This shows that an independent organization of lawyers, after thoughtful review, supports the affiliation as good for students, higher education, and the community at large."***

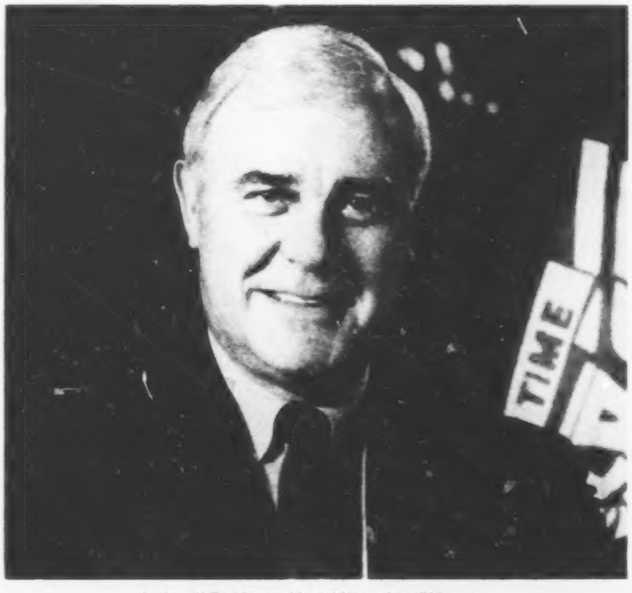
In late May, representatives of Texas A&M, hoping for a "thumbs up" vote, appeared before a subcommittee of the Texas Higher Education Coordinating Board to ask to add law to the university's table of programs.

But no "thumbs up" occurred. Instead, the THECB subcommittee is asking its staff to gather and prepare more information, and the vote has been deferred to a meeting on June 25.

This vote represents a major event in the controversy provoked by the January signing of a 20-year affiliation agreement between Texas A&M and the South Texas College of Law, an arrangement described in the June 5 issue of *HO*.

The subcommittee hearing the request includes 12 of the 18 members of the full Coordinating Board. According to a spokesperson for South Texas College of Law, the chairman of the Coordinating Board, Leonard Rausch, appointed by the governor, and a 20-year member of the University of Houston Board of Regents, has been "the most outspoken" about the affiliation agreement.

Another outspoken party is University of Houston President Arthur K. Smith, whose opinion piece on the affiliation, reprinted in this *HO* issue, appeared in the *Houston Chronicle* in February.



Arthur K. Smith, president, University of Houston

More recently, resolutions passed by the Mexican American Bar Association of Houston and the League of United Latin American Citizens, Council No. 60, endorse the affiliation and laud South Texas' commitment to increasing the value of its degrees, employment opportunities, quality of education, and resources for minority students.

The document calls for the Texas Higher Education Coordinating Board to "carry out its mandate of encouraging cooperative undertakings between public and private institutions of higher education" and urges the board to "approve a law degree from Texas A&M University and to condition such approval on South Texas' remaining a private law school."

Arturo De León, president of the Mexican American Bar Association of Houston, says that passing the resolution sparked much discussion by members of his organization. "This shows that an independent organization of lawyers, after thoughtful review, supports the affiliation as good for students, higher education, and the community at large."

The next hurdle will be the June 25 THECB subcommittee meeting , to be followed by a meeting of the full board on July 16 and 17.

Questionable "Marriage" for the Aggies

by Arthur K. Smith

The Texas Higher Education Coordinating Board (THECB) is charged by the Legislature with providing oversight of the state's college and university resources. It is the THECB's job to review all proposals for new academic programs and to determine if there is a real need and if there are resources to support each program.

True, this process is sometimes drawn out, often complicated, and occasionally frustrating. Every community in the state would like to have a university, or a medical school, or an engineering program, or a law school. It is the Coordinating Board that reviews all those wishes and weighs them against the total needs and available resources of the state. This review process helps prevent needless duplication of expensive programs and facilities and allows the state to make maximum use of limited resources. It is one reason that Texas has been able to maintain one of the lowest tuition rates of any state in the country.

It was therefore with some concern that we learned recently of the true extent of the "affiliation" between Texas A&M University and the South Texas College of Law in Houston. The public statement that this agreement represents only a normal affiliation between two independent institutions is not supported by reviewing the contract or the announcements and materials now being used by the school. According to their new letterhead, their Internet site, their advertising, and the banner covering the building downtown, the South Texas College of Law is now the Texas A&M University Law Center.

Their agreement closely links the governing boards of the two institutions. It gives the A&M provost and president oversight and influence over faculty hiring and promotion, student admissions, and management of the law school. The contract states that A&M will use its best efforts to cause the A&M Foundation to raise funds for the law school and have the A&M Association of Former Students permit former and future graduates of the law college to be members. The law school agreed through the contract to coordinate all public relations programs through A&M.

In over 28 years in higher education administration, I have never seen a more closely linked partnership, short of an outright merger. And this is unlike any affiliation agreement I have ever seen. It is in all ways a true marriage. The "bride" has even taken her "husband's" name. But it is a union consummated without a marriage license and without benefit of clergy.

This partnership was conceived without the review or approval of the Coordinating Board, the Legislature, or any other external body outside of the two schools. Should we care, either as Houstonians or as Texas taxpayers? Shouldn't we be glad to get another state-assisted law school in Houston?

I am not ready to open the champagne and toast this union. There are a number of serious public policy issues raised by this merger that must be addressed before this partnership is blessed by the state.

Tuition at the new school may stay at the current "private" rates for the next few years, but in all other ways, this partnership goes far to create the next "public" law school in the state.

It has not been shown that Texas needs another state-assisted law school. Indeed, state funding for higher education is far from adequate for current needs. Further dilution of scarce public resources would endanger the equality of existing programs. And if a compelling need exists for an additional public law school in the state of Texas, it surely would not be located in Houston. No other city in the nation besides Houston has two public law schools, and certainly none has three. The Dallas Fort Worth metroplex has two established, accredited private law schools, but no public one. Likewise, San Antonio has only one private law school.

> ***"By transforming South Texas College of Law into the Texas A&M University Law Center, the state university is providing a valuable 'grant' to a private institution that is unwarranted if this is merely an 'affiliation.'"***
>
> ARTHUR K. SMITH, PRESIDENT,
>
> UNIVERSITY OF HOUSTON

Most significantly, the South Texas region has no law school at all, public or private. If the state were to invest in additional law education resources, it would make the most sense to invest funds where they are most critically needed and not to duplicate or dilute current efforts.

By transforming South Texas College of Law into the Texas A&M University Law Center, the state university is providing a valuable "grant" to a private institution that is unwarranted if this is merely an "affiliation." The Texas A&M name that is now being used by South Texas is more than just a trademark or a logo. The name used by an institution should reflect its true nature. It cannot help but cause confusion in the minds of students and the public as to the true identity of a law school that professes to be private and independent but calls itself the Texas A&M University Law Center.

The Texas A&M and South Texas College of Law agreement has possible fiscal implications for the state as well. The blurring of identity has the potential to involve the university, and therefore the state, in future litigation. The interlocking boards could require increased audit resources from the state. The agreement bears on both economic and equity issues for other regions throughout Texas. And what is more, this agreement does not take into account the office of Civil Rights 1983 higher education desegregation agreement with Texas. Indeed, the OCR is currently reviewing Texas for compliance, and part of its focus is on the fact that Houston already has publicly operated and funded law schools at Texas Southern University and at the University of Houston. The new "affiliation" could have significant bearing on this ongoing federal review.

This is not an issue that should be finalized with the simple signing of an agreement between two institutions. The Coordinating Board and the Legislature should carefully review the agreement. And their determination will help define how professional programs are developed in the state for years to come.

Will it be through individual action without oversight of the THECB, or will it be through established procedures following a careful review of statewide needs and resources? For the good of all of Texas, it is our hope that we can continue to work collectively through the public review bodies of the state to determine what will serve best all of our citizens, not just our own institutions and ambitions.

Arthur K. Smith is president of the University of Houston.

Antonio Ramón, "The Whole Package"

Former NIU Dropout Hailed as Lincoln Laureate

SUBMITTED BY NORTHERN ILLINOIS UNIVERSITY, DEKALB, ILLINOIS, OFFICE OF PUBLIC AFFAIRS

Two years into his college career at Northern Illinois University (NIU), Antonio Ramón was struggling to make a C average, and he had earned only a year's worth of credits. Like many students in similar situations, he decided to drop out and figure out what he really wanted to do with his life.

For many who choose that course, it marks the end of their college career for good. For Ramón, however, it was the start of a period of self-discovery that led him back to NIU and ultimately to the Illinois State Capitol last November, where he received a Lincoln Academy Medallion from Governor Jim Edgar. The Laureate Award honors the top senior student at each college and university in the state and is based not only on academic success but also on community service.

Now 28, Ramón, a native of Libertyville, is wrapping up a degree in sociology with a minor in Latino studies. His grade point average is 3.85, and he bears little resemblance to the student who left school in 1990.

Frustrated and unfocused in his school work, he dropped out that fall and spent the next three years working a series of low-paying jobs in factories, warehouses, and temporary agencies in Chicago and San Antonio. With each job, he became more disillusioned with the work he could get and the way he and others were treated.

"I disliked every job I had. It really opened my eyes to the way people are taken advantage of, the way some people are exploited because of racism or because they are undocumented workers," Ramon said.

Recognizing that with a college degree he might not only overcome those obstacles himself but help others to do the same, he returned to the Chicago area and earned his associate's degree at the College of Lake County before re-enrolling at NIU for the spring semester of 1996.

The Antonio Ramón who came to campus that semester bore little resemblance to the one who had come to NIU eight years earlier. Having set his sights on a goal, and discovering a love for sociology, he attacked his studies with a sense of purpose that had been lacking his first time around.

However, he didn't just bury himself in his books. He also became deeply involved in the Latino community at NIU.

"He works right alongside our staff and our graduate assistants; it seems like he is here 99 percent of the time," said Susan Timm, an academic counselor for the NIU University Resources for Latinos (URL), who nominated Ramón for the honor.

As an unpaid volunteer at the URL, Ramón has helped coordinate the tutoring program, recruiting tutors and publicizing the program; he has participated in peer mentoring, advising younger Latino students during their first year on campus; he has spoken at open houses for Latino high school and junior high students, telling them about the value of a college education; and he has even pitched in to host picnics and Thanksgiving celebrations at the URL.

He has been an active member of the Organization of Latin American students, helping to organize a Latino Leadership Conference on campus and coordinating a panel discussion where previously struggling students told how they overcame their troubles.

"When he came back to school, he became an awesome leader and he has helped us tremendously," said Frank Puente, program coordinator at the University Resources for Latinos. "Students look at him and really appreciate how he goes out of his way to make sure they get the resources they need. A lot of those things didn't even exist when Antonio first came to school, and he makes it a point to see that they

> ***"Antonio is an extremely mature, dedicated, and selfless person. His aspirations are to help people....He is outstanding academically, he has held many leadership positions, and he has excelled in extracurricular activities and in work–he is really the whole package."***
>
> PROFESSOR TERRENCE BISHOP

know about them and utilize them."

His work on behalf of others extends beyond campus, too. Last summer he worked as a community organizer for the Northwest Neighborhood Federation, helping residents in Chicago communities band together to work for the betterment of the neighborhoods.

"I've been working in institutions of higher learning for 20 years, and he is in the top five percent of students I have met, students who have stood out and made a difference, not just for the school but for their community," Timm said.

Professor Terrence Bishop, who chaired the university search committee for this year's Lincoln Laureate, said that Ramón beat out some very stiff competition for the award, but said the selection was one with which the entire committee was pleased.

"Antonio is an extremely mature, dedicated, and selfless person. His aspirations are to help people, and I don't doubt for a minute that he will spend much of his life trying to improve the lot of others. He is outstanding academically, he has held many leadership positions, and he has excelled in extracurricular activities and in work–he is really the whole package," Bishop said.

Ramón downplays such praise, attributing his selflessness to his faith and his upbringing. He told *HO*, "I give a lot of the credit to God and to my Christian faith."

"I am a Christian, and part of that is humbling yourself and serving others. Ultimately, that is what I want to do. I want to serve others by creating some sort of change for the better in society," Ramón said.

To do that, Ramón plans to pursue a career in public interest law and hopes to gain entrance to a top law school. But in late May, like so many other graduates, he was putting his efforts into looking for a job in the here and now.

"My mom raised five kids on her own, on a waitress's salary. I grew up on every kind of public assistance that you can imagine. A lot of people think that becomes a lifestyle, a legacy that gets handed down from one generation to the next, so I guess I have kind of broken the mold, and I would like to help others do the same."

Recognizing that with a college degree he might not only overcome obstacles himself but help others to do the same, he returned to Chicago and earned his A.A. degree at the College of Lake County before re-enrolling at Northern Illinois University.

From (L-R): George Gutiérrez, director of University Resources for Latinos at Northern Illinois University; Governor of Illinois Jim Edgar; Antonio Ramón, 1997 student laureate of the Lincoln Academy of Illinois; Mrs. Edgar.

Latin American Journalists Visit U. Miami Math & Science Program at U. North Carolina Las Hermanas

JULY 17, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 8 • NUMBER 23

THE HISPANIC Outlook IN HIGHER EDUCATION

SMITHSONIAN BRINGS THE BEST OF LATINO HISTORY & CULTURE

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O.Box 68, Paramus, New Jersey 07652

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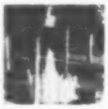

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Cover Photo: Courtesy of Smithsonian Institution

A CAPITOL VIEW

Offering High Hopes to All

BY GUSTAVO A. MELLANDER

The White House announced yet another new higher education initiative that could benefit thousands of Hispanics. The goal is to inspire our nation's youngsters to remain in school and to aim high. By cultivating high expectations, persistence, and strong study habits, the administration hopes to break the high dropout syndrome so prevalent among low-income children. Since 30 to 40 percent of all Hispanic children drop out before finishing high school, this proposal is very relevant.

Dubbed the "High Hopes" initiative, it would encourage children to believe that going to college is not a distant dream or a thing that others do. Instead, every child would be imbued with the full expectation of going to college. Starting with $140 million in the FY '99 Budget, the program would be a long-term investment of time and resources.

Educating families early on

Families are important components of the equation. Aside from being trained to become primary motivators, they need to know that college for their children is affordable regardless of their income. The President's "High Hopes" initiative would reach out to children and their families at middle and junior high schools. Students would receive a 21st Century Scholar certificate. That document would serve as an official early notification of the amount of their particular eligibility for federal college aid.

Providing children with the support they need

The program would also inform children about college options, academic requirements, and projected expenditures. Further, the amount of financial aid for which they qualify would be spelled out. It is hoped that these steps would demystify going to college. Support services would be provided to place youngsters on the right track early on.

To make the hopes realistic, and to eliminate destructive habits before they become entrenched, the "High Hopes" initiative would encourage colleges and universities to establish partnerships with middle and junior high schools. Clinton stated that children would thus be able to "get the guidance and hope they need so they can know that they, too, will be able to go to college."

Guidelines for working with parents, community and religious groups, and businesses would be developed. These partnerships are to provide information about what it means and what it takes to go to college. Motivation strategies would be supplemented with services such as mentoring, tutoring, college visits, summer programs, after-school activities, and counseling–all aimed at helping students develop achievable goals and stay on track.

In too many cases, Hispanic and other minority students do not pursue the proper course of study while in high school. Thus, even if they do go on to college, they are handicapped. The recommended partnerships should help ensure that children have access to rigorous core academic courses that prepare them for college. The program would also tell parents how they can help their children prepare for college.

Early intervention a must

Why do so many students fail to graduate from high school? Findings of government and university researchers make it clear that proper intervention cannot wait until high school. That's often too late. Buttressed by that research, the White House urges that programs begin reaching out by the sixth grade. Waiting much beyond that is counterproductive. Youngsters must be trained and, more important, highly motivated long before they complete high school. "High Hopes" would continue to help each student through graduation from high school. Programs would be constructed to help all students in every class, not just the ones who get the best grades.

At the same time, this new initiative, it is said, would not be prescriptive nor dictated from Washington. To make it as relevant as possible, the program is to be flexible, allowing local-based partnerships to design their own efforts based on local needs and resources.

More than a million students

The President's budget calls for a $140 million investment in new "High Hopes" partnerships in 1999. And an additional $70 million in each of the years 2000 and 2001, as well as continuation funds for the original partnerships. If each project begins with a sixth grade class, this would fund partnerships with 2,500 middle and junior high schools. If each project then added an incoming class each year, more than one million students would be served over a five-year period.

> ***Some 70 members of the House, both Democrats and Republicans, have pledged support for the enabling legislation.***

Many already agree that "High Hopes" potentially offers many far-reaching benefits. More than 300 college presidents, 60 organizations (including Big Brothers/Big Sisters, education, and religious groups), have already endorsed the initiative. And some 70 members of the House, both Democrats and Republicans, have pledged support for the enabling legislation.

Dr. Mellander is a professor at George Mason University

Smithsonian Selects Refugio I. Rochin

By Adalyn Hixson

Dr. Rochin will oversee projects designed to increase awareness of the role of Latinos in and the contributions of Latinos to the history and culture of the United States. Projects will include exhibitions, programs, collections, and studies.

Refugio ("Will") I. Rochin, director of the Julian Samora Research Institute at Michigan State University (MSU) and a professor at MSU, has been appointed the first director of the Smithsonian Center for Latino Initiatives. Rochin was selected by a search committee that considered nearly 80 applicants from around the nation. The appointment was announced in mid-May by Smithsonian Secretary I. Michael Heyman, a law professor and former chancellor of the University of California at Berkeley.

Refugio I. Rochin, director of the Smithsonian Center for Latino Initiatives

"We welcome Dr. Rochin as a new voice in the Smithsonian community," said Secretary Heyman. "His scholarly work as well as his leadership in research and policy issues affecting Latinos are the qualities we were looking for in the director of our new center. We look forward to working with him and his staff in creating in the nation's capital a major center for Latino studies, with research, curatorial, and educational programs focusing on Latino history and culture."

The Smithsonian, a unique, quasi-public institution, is a museum, education, and research complex of 16 museums and galleries, and the National Zoo. Its exhibitions for the public have inspired and awed adults and children since its earliest days.

Nine of its museums and galleries are located on the National Mall, between the U.S. Capitol and the Washington Monument. They reported 27.4 million visits last year, and another three million at the Zoo. The Smithsonian home page at <http:\\www.si.edu> is multilingual, and it receives more than five million "hits" a month.

The governing Board of Regents includes, by law, the vice president of the United States, three members each of the Senate and House, and nine citizens, with the Chief Justice of the Supreme Court as its chan-

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cellor. Current regents include The Honorable Esteban E. Torres, appointed by the House Speaker, and Dr. Manuel L. Ibanez, appointed by Congress. The Smithsonian also has a 45-member National Board, now chaired by Jean Bronson Mahoney.

For FY '98, its total net revenue is $552 million, with a $402.3 million direct federal appropriation. Its permanent staff includes 6,300 people. More than 4,800 men and women are volunteers.

The Smithsonian's influence and interests spread well beyond the nation's capital. One of the world's leading scientific research centers, the institution has facilities in eight states, among them: its Marine Station at Link Port in Florida, which studies natural and people-made causes of stress and environmental change; Harvard-Smithsonian Center for Astrophysics, including the Whipple Observatory near Tucson and, jointly with the University of Arizona, the world's first Multiple Mirror Telescope; and Tropical Research Institute in the Republic of Panama, where scientists from around the world study the evolution and behavior of tropical organisms.

> ***Our aim is to bring to the Smithsonian the best representations of Latino history and culture, and to inspire a positive awareness of Latinos in the United States.***

The Smithsonian Institution Traveling Exhibition Service (SITES) organizes exhibitions on art, history, and science and circulates them around the country and abroad. Its Folkways label records hundreds of performing groups throughout the country's diverse communities. Secretary Heyman reported in a recent issue of the handsomely produced *Smithsonian* magazine, "We are trying to duplicate the model we have established in jazz for the full gamut of Latino music." The Smithsonian's Jazz Masterworks Orchestra is now in its seventh season. A recent series on the electric guitar, staged by its Museum of American History, which has an outstanding collection of both classical and folk instruments, drew large audiences of all ages.

Dr. Rochin, 56, will begin work at the Smithsonian early next month. As director of its Center for Latino Initiatives, Rochin will oversee projects designed to increase awareness of the role of Latinos in and the contributions of Latinos to the history and culture of the United States. Projects will include exhibitions, programs, collections, and studies.

The Smithsonian Center for Latino Initiatives, established by the Board of Regents last May, will be located in the Smithsonian Institution Building, known as the "Castle," on the National Mall in Washington, D.C.

"I have worked within, and researched, Latino communities for more than 30 years," said Rochin. "I look forward to joining Secretary Heyman, Under Secretary Newman, Provost O'Connor, and the wonderful staff of the Smithsonian in establishing the center as a national entity. Our aim is to bring to the Smithsonian the best representations of Latino history and culture, and to inspire a positive awareness of Latinos in the United States. Our challenges are immense, as the Latino population grows not only in size but in its diversity. I look forward to converting our challenges into opportunities for all Latinos."

Rochin has taught agricultural economics, sociology, and Chicano and Latino studies at Michigan State University and the University of California at Davis. At Michigan State, he has been professor of agricultural economics with a focus on labor and communities, and professor of sociology, with a focus on race and ethnicity. At UC-Davis, where he is now professor emeritus, Rochin co-founded the Chicano Studies Program and served as its director three times, most recently from 1989 to 1992. He also chaired the graduate program for Community Development at Davis and systemwide committees of the Academic Senate of the University of California, leading the university's Affirmative Action Committee. Rochin also served as assistant to the vice chancellor for student affairs.

Rochin was named director of the Julian Samora Research Institute at MSU in 1994. The institute is a leading Latino research center affiliated with the Midwest Consortium for Latino Research and the Inter-University Program for Latino Research. It focuses on social-historical Latino issues and has established Latino databases and electronic outreach programs to Latino communities. While at the institute, Rochin founded the Rural Latino Studies Network. His own research at MSU has focused on Mexican American entrepreneurs in the Southwest, the rural poor, and immigration and settlement in the Midwest.

Before joining the UC staff in Davis, Rochin was program officer at the Ford Foundation's rural development program in Colombia from 1973 to 1975, and program assistant in the Ford Foundation's agricultural development programs in Pakistan and Bangladesh from 1969 to 1971, during the "Green Revolution." One of the earliest Peace Corps volunteers, Rochin worked with farm workers in Colombia from 1962 to 1964.

Rochin earned a bachelor's degree in economics at the University of California-Berkeley in 1966, a master's in agricultural economics and anthropology at the University of Arizona in 1967, a master's in communications at Michigan State University in 1969, and a doctorate in agricultural economics at Michigan State in 1971.

Rochin earned a bachelor's degree in economics at the University of California-Berkeley in 1966, a master's in agricultural economics and anthropology at the University of Arizona in 1967, a master's in communications at Michigan State University in 1969, and a doctorate in agricultural economics at Michigan State in 1971.

He has written or edited numerous articles and books. Among his recent publications are: *Immigration and Ethnic Communities: A Focus on Latinos* (editor, 1996, published by Michigan State University with the Julian Samora Research Institute); *Towards a New Chicana/o History* (co-editor with Dennis N. Valdes, scheduled to be published in 1998 by Michigan State University Press); and *Rural Latinos: Cross National Perspectives* (co-editor with Victor García, Lourdes Gouveia, and José Rivera, to be published in 1999 by the Julian Samora Research Institute with University Press).

Rochin is a member of the Board of Economists of Hispanic Business Inc., and serves on the boards of directors of the Inter-University Program for Latino Research; he also is a member of the Advisory Committee on Latino Employment of the National Council of La Raza. In 1997, he was appointed by U.S. Department of Agriculture Secretary Dan Glickman to the National Board of Agricultural Research, Extension, Education and Economics, representing the social sciences.

Rochin was active in the farmworkers movement in California, under the leadership of César Chávez, and in the campaign for the creation of Chicano studies.

Born in Colton, Calif., Rochin "grew up Chicano" in Carlsbad, Calif., where his parents started several food-related small businesses. He and his wife, Linda, have four children and one grandchild.

Dr. Rochin moves into an institution that has over many years became a household word synonymous with quality and scholarship. In recent years, however, a few of its exhibits have roused controversy. The Hon. Sam Johnson (R-Texas), appointed a regent by Speaker Gingrich, was quoted in the *New York Times* as saying, "One of the reasons Newt appointed me was to keep the historical revisionism under control." Johnson said he first noted the "revisionism" in an exhibit about the Atomic Bomb that included the Enola Gay. Controversy over that exhibit resulted in the resignation of the museum director.

More recently, Johnson objected to an exhibit this spring on "American Sweatshops, 1920 to the Present." Regent Torres (D-Cal), appointed by Rep. Gephardt, called the sweatshop exhibition "balanced," commended the curators and historians, and said, per the *New York Times*, "We can't sweep things under the rug because they are controversial."

Late last year, the Smithsonian received a pledge of $20 million in cash, the largest in its 151-year history, from California real estate developer Kenneth E. Behring. The two previous top gifts were $10.4 million in 1995 from high-tech inventor Jerome Lemelson, and $10 million from the Mashantucket Pequot tribe for the Smithsonian's National Museum of the American Indian.

One of the world's leading scientific research centers, the Smithsonian has facilities in eight states and the Republic of Panama.

The Smithsonian search committee that selected Dr. Rochin worked under the direction of Provost Dennis O'Connor. Committee members were: Juan Flores, professor, Department of Black and Puerto Rican Studies, Hunter College, New York; Nely Galán, president, Galán Entertainment, Venice, Calif.; Esther Novak, president, Vanguard Communications, New York; Mimi Quintanilla, vice president, Witte Museum of History and Science, San Antonio, Texas; Ricardo Romo, vice provost, The University of Texas at Austin; Joseph Tulchin, director, Latin American Program, Woodrow Wilson International Center for Scholars, Washington, D.C.; Rex Ellis, director, Smithsonian Center for Museum Studies; Robert Fri, director, Smithsonian's National Museum of Natural History; and Francisco Dallmeier, director, Smithsonian's Man in the Biosphere biological diversity program.

Groundbreaking College Now 25

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Thomas Edison State College, for Adults Only

BY LINDA SOLTIS

There are plenty of colleges around for people who want to prepare for future success. But what about the busy adult who already has a challenging career, family responsibilities, and community activities but lacks the degree so necessary to succeed in the years ahead?

Manuel García, Lucia Pérez-Delgado and Ramón Colón know the answer to that question. It's Thomas Edison State College, one of the most extraordinary success stories in the annuals of American higher education.

Thomas Edison was created more than 25 years ago exclusively for busy adults. Unlike colleges that require students to commute to or reside at a physical campus, Thomas Edison brings learning directly to adults wherever they live and work.

The college does this by evaluating and awarding credit for the knowledge adults already have and by providing the high-quality distance learning courses that prompted *Forbes Magazine* in 1997 to rate Thomas Edison "one of the Top 20 Cyber-Universities" in the nation. The quality of Thomas Edison is widely recognized by the many medical, law, and graduate schools that accept its alumni, among them Princeton, Harvard, the University of Pennsylvania, and Rutgers (the state university of New Jersey).

Manuel García, a health physics technologist with Lockheed Martin in Oak Ridge, Tenn., knew that Thomas Edison State College was right for him.

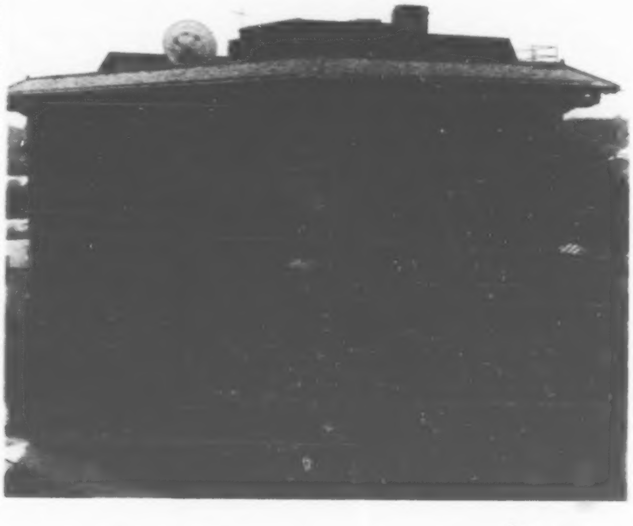
"I chose Thomas Edison because I found I could transfer college credits from years before and I could get credit for my professional certification in NRRPT [National Registry of Radiation Protection Technology]," Manuel explained.

With those credits on his Thomas Edison transcript, Manuel was ready to plan his route to a Bachelor of Science in Applied Science and Technology degree. He combined the school's Guided Study program, testing, and a calculus course at a local college to complete degree requirements at Thomas Edison in three years.

García, who has been with Lockheed Martin for over 13 years, explained that he didn't need the degree for career advancement–he wanted it for security. He was already proficient in the radiation protection field. But, he added, Lockheed Martin is an oversight subcontractor for the Oak Ridge National Radiation Protection Program, which is federally funded and could be discontinued at any time.

"I feel a little more flexible and a little more secure," said García,

> ***"Although I have been successful in my profession without the benefit of a college degree, I understood that future successes required further education."***
>
> RAMÓN COLÓN, STUDENT, THOMAS EDISON STATE COLLEGE



the married father of two teenagers. "If I ever decided to leave here, I could jump into the teaching field. The degree has given me more confidence. I did this for myself, for my personal satisfaction."

Thomas Edison State College provides fully accredited associate, baccalaureate, and master's degree programs exclusively to adults wherever they live and work. With two exceptions, there are no residency requirements. The B.S. in Nursing is for students who live or work in New Jersey. The Master of Science in Management requires two weekend residencies.

The College offers 12 degrees in more than 100 areas of study and provides more ways to complete a degree than does any other institution of higher learning. These methods include the On-Line Computer Classroom, Guided Study courses, Contract Learning, Portfolio Assessment (documenting college-level knowledge acquired outside the classroom) and Testing, and other options. To facilitate learning, the college has developed the CALL (Computer Assisted Lifelong Learning) Network, which provides a wide range of educational services to students.

For Lucia Pérez-Delgado, a family service specialist with the New Jersey Department of Human Services, the variety of methods for earning credit and the convenience of studying at her own pace were essential.

"I got up at 3 a.m. this morning to study," said Lucia, a Thomas Edison student who is 15 credits away from her Bachelor of Arts degree in psychology. "When you have to work and have childcare issues to consider, it's essential to have a college that will meet those needs."

Peréz-Delgado, who began her education in chemical engineering more than 18 years ago in Puerto Rico, worked as a research technician for Bristol Myers Squibb. When she moved to Massachusetts in 1984, she worked for Dow Chemical.

"It was very interesting work with good pay and good experiences, but it didn't fulfill me," she explained. "I said to myself, 'What's next?'

"Pursuing my degree with Thomas Edison has helped me

Recognizing that with a college degree he might not only overcome obstacles himself but help others to do the same, he returned to Chicago and earned his A.A. degree at the College of Lake County before re-enrolling at Northern Illinois University.

Liliana "Lily" Arbelaez (center, in cap and gown) of Plainsboro, is joined by her family following the Thomas Edison State College 25th Anniversary Commencement. Lily, manager for International Regulatory Affairs with Carter-Wallace International, received her Bachelor of Arts degree in humanities from the college during the Silver Anniversary commencement ceremonies at the Princeton University Chapel on Sept. 27, 1997.

grow as a professional, as a human being, as a mother, and as a friend and citizen."

Combining her previous college credits with credits earned through Thomas Edison's Guided Study and testing programs, Lucia has moved closer to achieving her personal goal of earning her baccalaureate degree by 1998.

The single parent of Beatriz, age 14, Lucia believes that her pursuit of an education will have a positive effect on her daughter.

"Beatriz will ask me, 'Why do you get up so early to study?' and I tell her I have no other choice," Lucia explained. "I grew up in a house full of brothers and sisters, and I learned early that you make your decision and then you go with it–whether it's going to college, volunteering with church, or working at your job. I'm one of those people who just has to finish what's been started."

Ramón Colón, a billing production support manager with AT&T, is another student who is aiming at a 1998 graduation date. After two unsuccessful attempts at "traditional" college campuses over the years, Colón found that the unique opportunity at Thomas Edison was a good fit.

"Upon taking my first Guided Study course, I knew that this was the way for me to finally obtain my degree–something that I've wanted to do since graduating from high school in 1978," said Colón, who is a candidate for a Bachelor of Science in Business Administration in general management. "Although I have been successful in my profession without the benefit of a college degree, I understood that future successes required further education."

In addition to the 63 credits that Colón earned through the Guided Study program, he garnered 48 through the college's testing program and three through the American Council on Education's College Credit Recommendation Service, which evaluates training courses for credit. A student who started at Thomas Edison with zero credits three years ago, Ramón is three courses away from his degree.

"Thomas Edison's distance education program has offered me the advantage of making the most effective use of my time," explained Colón, who is married and the father of 4-year-old Simone. "By not having to conform to an institution's class schedule, I was able to study during unconventional hours, thereby making my pursuit of a degree a complement to my career development rather than an impediment."

Dr. Jerry Ice, vice president and provost at the college, thinks that the Thomas Edison program is perfect for individuals from all walks of life.

"Education is the key to opening doors," said Dr. Ice. "At Thomas Edison, we provide individuals with programs and services–coast to coast and around the world–that make it possible for busy adults to pursue the education that can change their lives. Our students include leaders in education, business, government, and industry, as well as men and women whose success lies in the future. Thomas Edison is the right choice for adults who are pursuing career advancement and for those who want to satisfy personal goals."

Thomas Edison State College is one of the world's most innovative educational resources–and one of the most affordable in the United States. Since it holds no academic classes and offers its student counseling services year round, students can enter 12 months of the year.

Like Princeton University, the College is accredited by the Middle States Association of Colleges and Schools and is one of New Jersey's 12 senior public institutions of higher learning in the New Jersey system, which includes Rutgers, The State University. Thomas Edison State College administers the New Jersey State Library, which has nearly two million holdings. Thomas Edison's John S. Watson Institute for Public Policy provides impartial public policy analysis and review to government and the private sector.

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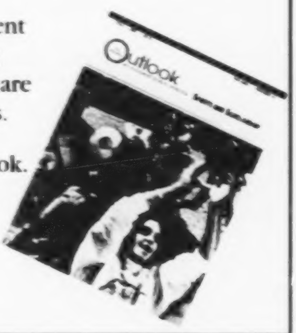

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University Launches Family Math & Science Program

SCHOOL OF Education

BY BRET JOHNSON

Supported by a $30,000 grant from the Dwight D. Eisenhower Professional Development Program, Jones and Frye designed the Family Science and Family Mathematics for Hispanic Populations Program.

Last year, a Durham educator presented a problem to her peers. "Eight of my 20 students are Hispanic and don't speak English. I don't speak Spanish. What do I do?"

She was not alone. According to Dr. Gail Jones, associate professor at the University of North Carolina at Chapel Hill School of Education, the Durham Hispanic population is large, and language problems are common.

Jones has helped minority students in the past through the university's Family Science and Family Math Program, established nearly seven years ago to increase minority and female interest in the sciences.

"We're trying to break stereotypes and open doors to show people possibilities for the future," Jones said.

The program creates weekend and evening opportunities for parents to come to school with their children, work with them to become more literate in math and science, and look at math and science careers. It also teaches parents ways to improve their children's math and science literacy by working with them at home.

Jones and co-principal investigator Lynn Frye, of the UNC-CH Mathematics and Science Center, created a program to help Hispanics.

Supported by a $30,000 grant from the Dwight D. Eisenhower Professional Development Program, Jones and Frye designed the Family Science and Family Mathematics for Hispanic Populations Program.

"The exciting thing about this effort is that it provides access to learning for families that would not otherwise have it," Jones said. "To me, it's even richer than that because, hopefully, it will open doors and opportunities for children."

The $30,000 grant will cover the cost of training 20 teachers in a summer program set for two weeks in July. It will also provide educators with a stipend and teaching materials for Hispanic students.

Jones hopes to promote career development and career awareness and to introduce Hispanic role models.

"Our plan is to invite Hispanic speakers from a variety of different professional fields," Jones said. "I'd like to think that it will help some of these kids see that 'I'm not restricted to processing chickens–I can go out and work in telecommunications or the computer industry or anything I'd like!'"

For further information about the program, Jones can be reached at (919) 962-5474.

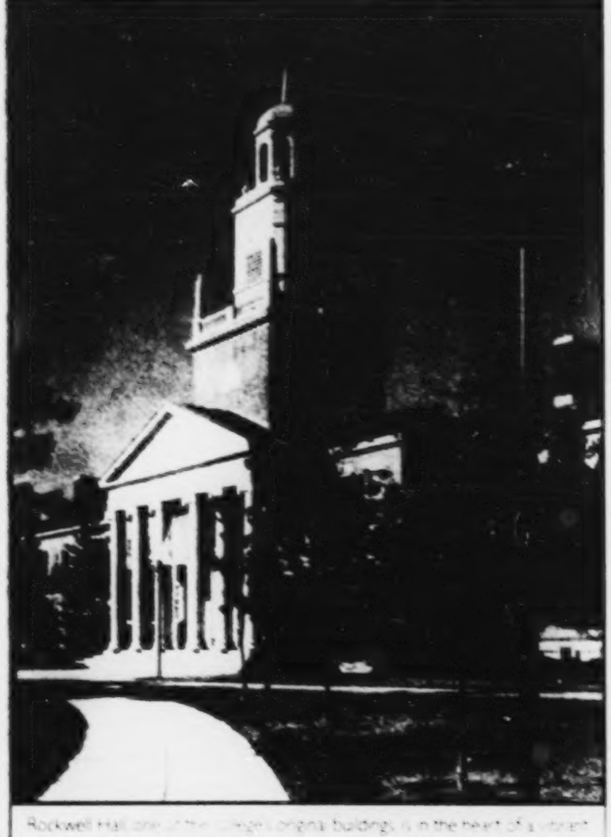
Contacts: David Williamson, Bret Johnson. HO

The Honor Roll

SUNY's Buffalo State College

City-Based College with Award-Winning Services

BY ROGER DEITZ



Rockwell Hall, one of the college's original buildings, is in the heart of a vibrant cultural, recreational, and entertainment district.

Buffalo State College began as a small, single-program school founded to provide teachers for Buffalo's growing public school system. The year was 1871. From that time forward, the school played an important role in the history of the Niagara Frontier, earning a reputation as one of the best institutions of its kind in the country while growing to become the largest "university college" in the State University of New York system. In addition, BSC is the only SUNY four-year college situated within a city, a location that gives its students many advantages. The 115-acre campus of 38 buildings that serves nearly 11,000 students lies in the heart of Buffalo's cultural and recreational center. Set to add distance learning to its many new student-centered programs, BSC continues to meet the demands of its learners, providing them with new opportunities and greater access. *The Hispanic Outlook* acknowledges BSC for providing quality education programs with a personal touch within a large, city-based institution.

When the Buffalo Normal School opened its doors to its first class there were 86 students and three departments: normal, collegiate, and scientific. For 90 years, the college concentrated on teacher education, creating outstanding programs in art and exceptional education. By 1926 the school had more than 1,000 students and had outgrown the building it had occupied since 1914.

A delegation led by Mayor Frank X. Schwab went to Albany in 1927 to negotiate for the college's current site, owned partly by the City of Buffalo. It was granted, and ground was broken on November 7, 1928, for a five-building campus that included an administration and classroom building, vocational building, school of practice, gymnasium, and president's residence. At this time, the institution's name was changed to New York College for Teachers.

A graduate program, with an initial enrollment of 70, was authorized in 1948, the year the State University of New York was formed, and the col-

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Faculty and staff at Buffalo State take pride in guiding students toward graduation and future success.

lege became part of the state system, renamed New York State College for Teachers at Buffalo. Another name change came in 1961: State University College at Buffalo. As SUNY grew, a perception of changing educational needs led to the addition of liberal arts to the college's curriculum (approved in 1963) as the school's focus broadened to include programs in the arts, the humanities, the natural and social sciences, and technology. The 1960s and 1970s were a period of physical growth that saw 22 new buildings erected.

Along with many degree programs, the college now offers a wide range of career-oriented programs. Dr. Muriel A. Moore was appointed BSC's president in 1996, the college's 125th anniversary.

For the fall of 1997, nearly 65 percent of undergraduate students received financial aid, with the average award per student listed at $5,738. Students have a choice of 70 undergraduate and 32 graduate majors.

Full-time faculty number 400; part-time, 250. The school prides itself on limiting undergraduate class size to an average of 29 students. Classes for major and upper-division courses are smaller. No classes are taught by graduate assistants. The institution is the largest of the 13 SUNY four-year colleges, with 9,078 undergraduates and 1,743 graduate students enrolled. 7,069 of the undergraduates are full-time students. Twelve percent of the undergraduate population is African American, 3 percent Hispanic, 2 percent Asian, and 1 percent Native American. Most students, around 70 percent, come from Erie County. Niagara County is also well represented. More than half of the undergrads and nearly three-quarters of the graduate students are women. The college's modern residence halls house about 1,500 students. Most students live off campus.

Honor Roll Facts in Brief

INSTITUTION:
Buffalo State College
State University of New York

BSC

LOCATION:
Admissions Office
Cleveland Hall 210
1300 Elmwood Avenue
Buffalo, New york 14222-1096
(716) 878-4017

ESTABLISHED:
1871

ENROLLMENT:
10,821

DEGREE OFFERINGS:
Master's
Bachelor's
Certificate of Advance Study

ANNUAL TUITION:
$3,790 annual undergraduate
for New York State residents

NUMBER OF FACULTY:
400 full-time, 278 part-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Exceptional Education
Health/Wellness
Computer Information Systems
Hospitality Administration
Criminalistics
Consumer and Family Studies
Advanced Professional and Preprofessional Programs

INTERNET (Website) ADDRESS:
http://www.buffalostate.edu

Whether a student needs help with academics, personal issues, or career guidance, there are many options for assistance at BSC. The Academic Skills Center is staffed with professionals knowledgeable in helping students find their most effective learning styles. The College Counseling Center is internationally accredited. The Career Development Center is a leader in SUNY for its innovative approaches to helping students achieve their post-graduation goals. BSC also offers an Educational Opportunity Program for students who do not qualify for general admission and who have a family income equal to or less than published New York State standards. Applicants must be New York State residents with a high school diploma or equivalent.

BSC's national-award-winning New Student Seminar Program was developed to help first-year students successfully make the often difficult transition to college life. Consisting of courses that meet the College's general education requirement, the program provides small-class environments and emphasizes student participation. In academic seminar settings, Buffalo State College students form lasting relationships with their professors and gain knowledge not only in their courses but also from the faculty members' guidance and experience.

The school prides itself on limiting undergraduate class size to an average of 29 students. No classes are taught by graduate assistants.

The Nurturing Initiative and Achievements (NIA) in Students Mentor Program–winner of a prestigious 1996 Noel-Levitz Retention Excellence Award–was designed to support students of color attending a predominantly White college. The program, in effect since 1990, pairs high school seniors and first-year college students with students who are juniors or seniors, and with faculty or staff, all of whom act as role models and advisors to help develop students who are self-motivated, responsible, committed, and enthusiastic about learning.

Activities include individualized academic plans that draw on the results of various tests designed to show attitudes as well as aptitudes that could help or hinder academic success. More than 50 percent of the first-year students in the NIA program go on to attain a 3.0 or higher cumulative grade point average, many going on to become mentors themselves.

The newest effort is a distance learning program that president Muriel Moore launched from San Jose, Costa Rica. The BSC president traveled to the Central American republic to inaugurate a network connecting the Lincoln School in San Jose with Buffalo State College, City Honors, Grover Cleveland, and Clarence Central high schools.

The idea is to provide students and faculty at these institutions with academic programming and the exchange of cultural information. President Moore characterized the connection between the diverse institutions as "an historic opportunity for Buffalo State College."

BSC offers students much more than academics. The campus is home to more than 80 student organizations–academic, cultural, athletic, recreational, and social, including 18 fraternities and sororities. The college fields 18 men's and women's NCAA Division III teams. The men's teams are basketball, cross country, football, ice hockey, indoor and outdoor track, soccer, swimming, and diving. Women's teams are basketball, cross country, indoor and outdoor track, lacrosse, soccer, softball, swimming and diving, tennis, and volleyball.

The College has diverse environments for residential students, including suite and corridor-style rooms, floors reserved for nonsmokers and residents wishing 24-hour quiet, and residence halls reserved for students over the age 21. One is home to many of the college's nearly 150 international students and others who need year-around housing.

A vigorous advisement system is offered for students interested in such professions as medicine, law, dentistry, optometry, osteopathic medicine, podiatry, veterinary medicine, chiropractic medicine, and the allied health professions.

Students also have success transferring into upper-level programs in nursing, physical therapy, pharmacy, and medical illustration. Guidance is offered in helping students prepare for national aptitude exams and in assembling applications for health professions and law school.

Working Journalists on Campus

Visit University of Miami via CBS TeleNoticias

To help future reporters learn firsthand about the challenges faced in covering the news in Mexico and in Central and South America, CBS TeleNoticias, the leading Spanish-language news channel in Latin America, has teamed up with the University of Miami's School of Communication.

The CBS TeleNoticias Latin American Visiting Journalist Program, the only one of its kind in the country, is bringing leading print and broadcast reporters from throughout Latin America to UM's Coral Gables campus to conduct workshops for students and faculty, serve as guest lecturers, and meet with local government, media, and business leaders.

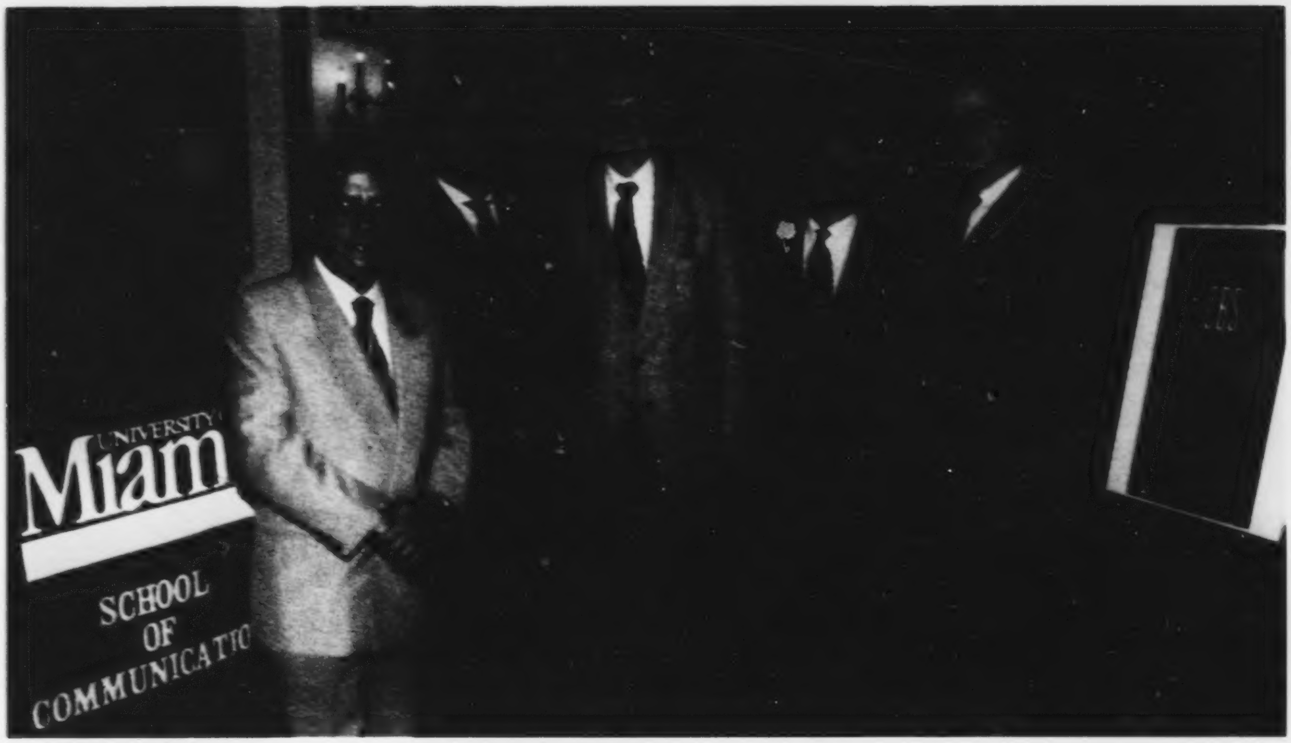
Mariano Grondona, political columnist for *La Nacion*

The CBS Foundation has donated $100,000 to launch the three-year program. Approximately 40 percent of the School of Communication's students are Hispanic.

"To enable us to bring even one of Latin America's finest journalists here to work with our students and faculty is a great opportunity for our university," says Edward Pfister, dean of UM's School of Communication. "To enable us to have six top journalists here each year for the next three years is absolutely extraordinary."

The CBS Foundation has donated $100,000 to launch the three-year program. CBS TeleNoticias is part of the Westinghouse/CBS Broadcast Group.

The first to visit under the program was well-known Peruvian writer and broadcaster César Hildebrandt Péres Trevino. On the UM campus in October, he discussed many issues, including the "freedom of the press" battle that erupted when the Peruvian government seized control of a television station that had broadcast reports exposing alleged government wrongdoing. Since then he has received threats over his coverage of Perú's intelligence operations. (see attached letter).



CBS TeleNoticias Latin American Visiting Journalist Fellowship at the University of Miami School of Communication
L-R: César Hildebrandt, Peruvian journalist; Francisco de la Torre, president of TeleNoticias; Luis Glaser, UM executive vice president; Edward Pfister, dean of the School of Communication; and John Frazee, vice president of News Services CBS News.

Hildebrandt, a writer and broadcaster in Peru for more than 25 years, received a 1997 award from the National Human Rights Coordinating Committee as the journalist who has done the most to defend human rights in Peru. He has been selected eight times by *Debate* magazine as one of the 20 most influential persons in Peru and is producer, director, and anchor of the news and interview program *In Person*, broadcast on Peru's influential Channel 13.

Visiting in November was Javier Andrade of Argentina, who presents weekly news and reports on pop culture, politics, movies, and social issues on *Semana Rock*. Before joining MTV, Andrade was the editor of *NO*, Argentina's top youth rock publication, which is Buenos Aires' largest daily paper. Andrade also worked in Buenos Aires as a music correspondent at Canal ATC and as a writer with *La Razón* and *La Prensa*, two dailies.

In January the visiting journalist was Mariano Grondona, political columnist for the newspaper *La Nación*, host of the television program, *Hora Clave*, and full professor of political theory at the National University of Buenos Aires. Grondona was a visiting professor at Harvard University from 1998-1989 and a research fellow there 1998-1991. He has written several books on postliberalism, Argentine politics and development, and democracy.

María Jimena Duzan, a former columnist for Colombia's El Espectador and a member of its editorial board from 1975 until 1997, was on campus in late February. From 1984 to 1989, Duzan investigated connections and alliances between Colombian narcotraffickers and various Colombian institutions, including the military. Her articles attracted the wrath of Colombia's cocaine kingpins and resulted in the death of the newspaper's editorial editor, Guillermo Cano, and the bombing of its office and plant.

Ramón Alberto Garza, managing editor of the Mexican newspaper *Reforma* will also be visiting the UM campus. UM's School of Communication, now in its 11th year, prides itself on being one of the most rigorous and comprehensive programs in the nation. A number of its graduates hold senior positions in the fields of journalism, broadcasting, and film.

The school enrolls more than 1,000 undergraduate and graduate students. Approximately 40 percent of its communications students are Hispanic. Students at the University of Miami represent nearly 150 countries throughout the world. The university is ranked among the top 10 in the country for student diversity and international student population.

UNIVERSITY OF
Miami

Last year, 26 journalists were murdered in 14 countries, either in reprisal for their work or as victims of terrorist attacks, according to two watchdog groups–the Committee to Protect Journalists in New York, and reporters Sans Frontier in Paris. Four were murdered in Colombia, three in Mexico, and one each in Argentina, Brazil, Guatemala, and the Philippines.

June 8, 1998

His Excellency
Alberto Fujimori
President of the Republic of Peru
Palacio Nacional
Lima, Peru

Your Excellency,

The Committee to Protect Journalists (CPJ) is writing to express its growing alarm about a series of threats directed against journalists reporting on the Army Intelligence Services (SIE), the National Intelligence Service (SIN), and National Intelligence Service advisor, Vladimiro Montesinos. As President of Peru, and Commander-in-Chief of the Peruvian armed forces, we urge you to authorize an independent investigation to determine who is responsible for these threats and to take legal action against any one found to have engaged in abuses.

Among the recent threats are the following:

Journalists who have reported on intelligence operations have been the subject of a series of attack articles in Lima's tabloid press accusing them of being communists, terrorists, and traitors. As an organization that defends press freedom around the world, we do not, as a matter of policy, comment on the content of articles. However, in this case, there is evidence that the stories are part of an orchestrated government campaign. Often, articles published in the different tabloids use the same language and contain confidential and personal information about the journalists. On May 29, the daily *La República* reported that it had in its possession two faxes sent to *El Tío*, one of the tabloids, from a company owned by Augusto Bresani, a public relations consultant who has worked as an advisor to Army Commander General Nicolás Hermoza. One of the faxes contained an article that was reprinted verbatim in the next issue of *El Tío*; the other suggested possible headlines.

Angel Páez, one of the journalists who has been attacked in the tabloids, has also been receiving as many as three death threats a day for several months. Páez, who is chief of the Investigative Unit of *La República* and correspondent for the Argentinean daily *Clarín*, has reported frequently on the military, including the operation carried out by the SIE to monitor the phone calls of journalists and opposition politicians. The calls have been placed to his office and to his cell phone; sometimes military music is playing in the background.

A number of other prominent reporters, all of whom have covered abuses by the intelligence services, have received either telephone or written threats. Among those who have reported such threats to CPJ are César Hildebrandt of *Canal 13*; Luis Iberico, Gonzalo Quijandria, and Cecilia Valenzuela of *Canal 9*; and Fernando Rospigliosi and Gustavo Mohme of *La República*.

Journalists from the daily *El Comercio* who were reporting on a secret plan code-named "Tsunami 97" to investigate businessman Baruch Ivcher on tax charges, received threatening phone calls in late April and early May, both before and after the story was published. Ivcher, who was born in Israel but was a naturalized citizen of Peru, was stripped of his citizenship last year after the television station he owned, Canal 2, aired a series of controversial reports on the intelligence services. The station made public Vladimiro Montesinos' tax returns showing that he earned far more than his government salary; it reported on alleged links between Montesinos and drug traffickers; and it aired a major feature on SIE officer Leonor La Rosa, who alleged that she had been tortured by fellow military intelligence officers who accused her of leaking information about a secret plan to murder top journalists in Peru.

As an organization of journalists dedicated to the defense or our colleagues around the world, we are deeply troubled by this pattern of threats. Journalists in Peru suspect that the campaign against the press is being conducted by the members of the intelligence services, specifically Vladimiro Montesinos. We urge you to authorize an independent investigation to determine who is responsible for the threats. If allowed to go unchallenged, these incidents could call into grave question Peru's tolerance for a free and critical press.

Sincerely,

William A. Orme, Jr.
Executive Director

cc: U.S. Embassy, Lima
Peruvian Embassy, Washington, D.C.
Office of the People's Defender
Consejo de la Prensa Peruana
Asociación Nacional de Periodistas
Instituto de Prensa y Sociedad
American Society of Newspaper Editors
Amnesty International
Article 19 (United Kingdom)
Artikel 19 (The Netherlands)
Canadian Committee to Protect Journalists
Center for Justice and International Law
Congressional Committee to Support Writers and Journalists
Freedom House
Human Rights Watch
Index on Censorship
Inter American Press Association
International Association of Broadcasting
International Federation of Journalists
International Federation of Newspaper Publishers
International Journalism Institute
International PEN
International Press Institute
Journalist Safety Service
National Association of Black Journalists
Newspaper Association of America
National Press Club
The Newspaper Guild
North American National Broadcasters Association
Reporters Sans Frontières
Overseas Press Club
The Society of Professional Journalists
World Press Freedom Committee

For further information, please contact Joel Simon (tel.: (212) 465-9344 x. 108; e-mail: jsimon@cpj.org) or Marylene Smeets (tel.: (212) 465-9344 x. 107; msmeets@cpj.org). Internet: <http://www.cpj.org>

Conference Energizes Chicano Psychologists

BY MONICA RHOR

There are about 500 Chicano psychologists in this country, said Dr. Roberto Velásquez, an associate professor at San Diego State University and one of the conference organizers. About 250 practicing psychologists and graduate students attended the conference.

What do you do if a client invites you to his child's "*bautizo*" or offers you a tempting home-cooked meal?

Under American ethics codes, it's simple. You say "No thanks," and maintain your professional distance. But what if the client is Chicano? Do the rules change?

How do you get clients to come in for counseling when their culture still sees mental illness as shameful?

How do you train physicians or pharmacists to spot depression when patients will admit only to headaches, or insomnia, or "*nervios*"?

There are no easy answers, but the Chicano psychologists who gathered recently at the Julian Samora Research Institute at Michigan State University were not looking for easy answers. They just wanted the opportunity to raise questions, study issues, and meet fellow practitioners in the thriving field of Chicano psychology.

The conference, Innovations in Chicano Psychology: Looking Toward the 21st Century, was co-sponsored by the Samora Research Institute, one of the country's premier Latino research centers, and Michigan State University's Department of Psychology.

Dr. Refugio Rochin, director of the Samora Institute, who is leaving in August to take a post with the Smithsonian Institution, hopes that the conference will trigger greater interest and commitment to the field.

"I want to express my concern that in the years that we have built the program for Latino studies and scholarship," he said, "we are still in the nascent stage of building scholars to deal with the growing population and the issues of mental health, and mental health services, and the contributions that our family structure and relationships could provide to solving mental health problems."

The psychologists, who met in April, had a lot to talk about. It has been 16 years since the last confer-

JULIAN SAMORA RESEARCH INSTITUTE

ence for Chicano psychologists was held. And in the interim years, the country's Chicano community–and the Latino population in general–has become one of the fastest growing minority groups.

By 2010, Latinos are expected to surpass African Americans as the largest minority. By the middle of the next century, Latinos will make up one in four Americans.

As the population has grown, so has interest in the field of Chicano psychology, which refers to mental health professionals who study Mexican Americans, both immigrants and U.S. citizens of Mexican descent.

There are about 500 Chicano psychologists in this country, said Dr. Roberto Velásquez, an associate professor at San Diego State University and one of the conference organizers. About 250 practicing psychologists and graduate students from 12 states attended the conference.

The field of study is vital, Velásquez noted, because more and more research is pointing to connections between genetics and illness. Latinos not only share a common culture, but also common genetics that might cause them to respond differently to medication.

Velásquez, who says his career was greatly influenced by the 1982 conference, wanted young practitioners to catch the same fire for their profession.

"There are potential differences and ultimately biological and psychological consequences," said Velásquez. "This is really crucial."

This year's conference included a diverse array of workshops, covering such topics as "Latina Images," which offered suggestions on forming therapy groups for Latinas; "*Curanderismo*," which explored the relationship between folk medicine and modern treatment methods; and "Mexican American Children's Ethnic Pride and Internalized Racism."

The seminars addressed such issues as the balancing act faced by many young Latinas who must navigate between traditional family values that often discourage young women from living alone and the modern culture of the United States, which encourages woman to be independent and career-oriented. Other workshops studied the effects of negative media images on the self-esteem of young Latinos.

Many of the seminars had a common theme, one that is becoming the catch phrase of modern psychology: cultural competence.

"I hope it doesn't become a cliché like cultural sensitivity," said Velásquez. "It means that we need to be more aware of issues, needs and problems [rooted in other cultures], more sensitive to other world views.

"It's a step ahead, the next step. It's the idea of offering services that reflect knowledge of people's culture and socioeconomic status and to utilize that knowledge in terms of skills."

For example, a doctor treating a Latino patient would have to consider cultural taboos and mores from that person's culture. Many Latinos, especially recent immigrants, prefer to go to primary care physicians for all medical care, he said.

They are often reluctant to go to a mental health practitioner or even to admit to having mental health problems.

"There is still a stigma attached. There's nothing wrong with '*nervios*,' but when you start going to a mental health professional, you're ridiculed," he said.

Instead of saying they are suffering from depression, many patients might complain of headaches, insomnia, loss of appetite. A culturally competent doctor would look past the surface complaints and recognize the underlying problem.

And depression is a major concern in the Latino community. One-third of Latinos live below the poverty line, putting them at high risk for depression and stress-related ailments, Velásquez said. But the conference went beyond academic discussions.

Velásquez, who says his career was greatly influenced by the 1982 conference, wanted young practitioners to catch the same fire for their profession. In addition to the workshops and seminars, the conference was a chance to meet role models and mentors and to form professional alliances.

"It was a real affirming sort of interaction. Young people came up and said that now they know why they went into the profession. Now they want to go into the community and serve Latinos who are underserved," Velásquez observed. "In the two days we met, we saw so much energy, so much 'cariño.' It brought us together and gave us energy."

Many conference attendees are already collaborating on research articles; others got jobs as a result of the conference, he said.

Velásquez plans to write a book covering the topics raised during the conference. The book, which will address issues of cultural sensitivity, professional ethics, and treatment approaches, should be completed within eighteen months, he said.

Chicano psychologists who gathered recently at the Julian Samora Research Institute at Michigan State University wanted to raise questions, study issues, and meet fellow practitioners in the thriving field of Chicano psychology.

There are also plans for another conference, in early 2000, which would include other Latino subgroups. In addition, a Web site–<www.chicanos.com>–is under way to help develop a network for professionals and students.

"A lot of work still needs to be done," Velásquez said. "We are dealing with domestic violence, substance abuse, teen pregnancy, and depression. "These are issues we have to tackle now."

Rochin agreed, calling the conference "an instrument, a way, to reassert our knowledge and to move forward....But we still need to work hard to promote interest in the field. The field needs to be served."

The Welcoming Embrace of Las Hermanas

Program at USC Inspires and Supports

BY
MELANIE CHRISTENSEN

Article by Melanie Christensen, student intern for Office of Communication Services, USC

After a broken marriage, brushes with the law, and bouncing from job to job, Gerry Serna decided that education was the only way out of her "rock-bottom" situation. As a single mother who was paying the bills by working in local bars and nightclubs, she felt that a college degree would help get her on the right track.

She believes that had it not been for the support and encouragement she received from the Las Hermanas program at the University of Southern Colorado, she would not have been able to graduate.

"I never would have stayed in school if it hadn't been for Las Hermanas. Even after I had gotten involved in my prior activities again and left school, it was Las Hermanas that welcomed me back with open arms."

Las Hermanas is a national organization that promotes the needs of the Hispanic community. The program at USC focuses on helping nontraditional students of all types, both male and female. In order to do this, self-esteem, motivational, and back-to-school workshops are offered, as well as one-on-one sessions for students to discuss whatever they are currently experiencing. The program also offers refresher math and English courses during the summer to better prepare returning students.

Gerry Serna, director of Las Hermanas at USC

Serna, who is currently working to obtain her master's degree, now serves as the director of Las Hermanas at USC and tries to structure the program as a resource for the student returning to school.

"I think mostly the fear of the unknown is what keeps students from coming to school. Las Hermanas is here to be resourceful so they won't get the run-around. They don't know what to expect or what is expected of them until they actually get here. That is why we strive to address whatever questions they have about returning to school, and also to be a support system for them once they do come back."

Serna believes that the return to school can be especially hard for females, who are often faced with stereotypes.

"Lots of times, family members are not supportive of females going to school simply because of the old tradition of women being non-salaried workers as far as cooking, cleaning, and child-bearing."

Serna chuckles as she repeats one of her favorite quotes, "Women belong in the house and in the Senate."

Serna is not the only success story of the Las Hermanas program. Last spring, Bevery Collins-Smith, an African American woman in her fifties, walked away from USC with a degree in social work.

Collins-Smith began her college career in 1962, but extenuating circumstances forced her to put it on hold for more than three decades. In 1972, she lost her 8-month-old daughter to domestic violence by a boyfriend, and in 1973, her marriage ended in divorce. Then, after she returned to Pueblo in 1989 to care for her ill father, she was diagnosed with lupus. At this point, furthering her education did not seem to be her first priority.

However, after being introduced to Serna and Las Hermanas at a conference in 1991, she began to see the prospect of returning to school as a reality.

"Las Hermanas gave me scholarships that helped me get through school. It was so important for me to know that someone was here for me at the program."

Past and present participants alike speak highly of the sense of belonging established by the program, and they are quick to point out that the support they received from Las Hermanas has helped them get to where they are today.

Las Hermanas is a national organization that promotes the needs of the Hispanic community. The program at USC focuses on helping nontraditional students of all types, both male and female.

Jimenez Project · Study Abroad Programs · Sportscaster Jaime Jarrin

JULY 31, 1998 • $3.75 · http://www.HispanicOutlook.com · VOLUME 8 • NUMBER 24

THE HISPANIC Outlook IN HIGHER EDUCATION

SHARING INVALUABLE EDUCATIONAL EXPERIENCES

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00, 2 years $120.00. Single copies-prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652

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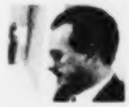

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Cover Photo: Eastman Kodak Company

Tracking the Congressional Waltz

BY GUSTAVO A. MELLANDER

It has been said that you never want to watch sausage or laws being made. We can all skip the first, but the second affects us far too intimately to ignore. Keeping track of what is going on in Congress is important for all concerned with Hispanics and higher education.

HO tries to keep its readers informed about major developments, but there is a time lag in magazine publishing. Matters can change so quickly, and there is so much going on of relevance, we thought it would be useful to provide some tools to help readers keep up with Congressional developments on their own. The sites that follow offer a wide range of background material related to important Congressional and Executive Branch actions and issues.

Thomas

The best place to start is at Thomas, a Web site devoted to Congress that is maintained by the Library of Congress and named after our third president. It can be found at <http:\\thomas.loc.gov/>. From Thomas, it is possible to secure accurate, up-to-the-minute information on what is happening in Congress, including the day-by-day status of legislation.

The Thomas home page has a section on major legislation and a link to a Web page that lists major legislation in the current Congress (the 105th), conveniently listed by topic. Under the topic of higher education in mid-February were six bills in different stages of the legislative process.

Two of them are of particular interest: a Senate bill (S.1294) and a House bill (H.R.2535), both introduced in the fall to deal with the backlog of student loan consolidations under the Federal Direct Loan Program.

They have provisions amending the Higher Education Act to exclude "the Hope and Lifelong Learning tax credits from any consideration during financial aid need analysis process in order to allow eligible students and their families to benefit fully from both the tax credit and the federal student aid programs." The House bill passed the House in November and was sent to the Senate. The Senate bill was reported out of committee in October.

The introduction of similar bills in the House and Senate is a common practice that helps speed up the process. On the Thomas site, one can follow a bill's legislative history in detail.

All House and Senate committee reports are available at this site. Knowing the status of legislation offers a chance to express timely support or opposition. Convenient buttons exist on many Web pages so one can respond instantaneously.

Congressional Directory

Another Thomas feature is access to the phone numbers and addresses of all Senators and Congressional Representatives. Because all Senators and most House members have Web pages that can be accessed through Thomas too, communication with elected officials can be quick, efficient, and very effective.

The House and Senate directories include links to all Senate/House committees. Their membership, their projects, and their roll call votes are all clearly listed. Two of special interest are: The Senate Committee on Labor and Human Resources at <http://www.senate.gov/committee/labor.html> and The House Committee on Education and the Workforce at <http://www.house.gov/eeo/>.

Another way to follow relevant congressional developments is through Department of Education Web pages. They include updates on current legislation and the budget (see <http://www.ed.gov/>).

Washington, D.C., is the headquarters of a lot of national associations. Many have a direct interest in Hispanics. They invariably try to influence legislation. Another way to stay up on the issues is to visit their Web sites.

A good example is the United States Hispanic Chamber of Commerce at <http://www.ushcc.com/mainmenu.html>. It tracks legislation that affects Hispanic business people and, in fact, all Hispanics. Academicians will benefit from knowing firsthand of the Chamber's activities on such subjects as bilingualism, aid to higher education, etc.

The Congressional Record

Another useful feature of Thomas is the ability to access the *Congressional Record*. The *Record* catalogs every formal utterance made on the House or Senate floor by their members. It also prints relevant material submitted by the legislators.

The most current issue is available on-line, and the complete text for the *Congressional Record* can be searched back to the 103rd Congress (1993-1994). The *Daily Digest* gives a capsule view of what happened on a given day on the Hill.

Thomas allows users to search for specific topics in the *Record*. Many political science professors introduce their students to this amazing resource. *The House Parliamentarian* has written a very extensive report on "How Laws Are Made." And the Senate Parliamentarian has a similar piece entitled "Enactment of a Law."

Often useful information and ideas unrelated to legislation are found in the Extension of Remarks section of the *Record*. For instance, last October 24, Congressman Ciro D. Rodriguez paid tribute to HACU.

Thomas also has links to two Congressional agencies that often produce reports relevant to higher education: the General Accounting Office (GAO) and the Congressional Budget Office (CBO).

The GAO at <http://www.gao.gov/> acts as a Congressional watchdog of the Executive Branch. Last November, Carlotta C. Joyner, director of Education and Employment Issues, testified before the Education Task Force, Senate Committee on the Budget, on efficiency and effectiveness concerns related to federal education funding. Her testimony is available for downloading from <http://www.gao.gov/monthly.list/november/nov972.htm>.

The CBO at <http://www.cbo.gov/> studies the budget and the fiscal implications of legislation for Congress. One relevant study concerned federal subsidies in advanced telecommunications for schools, libraries, and health care providers.

These Web sites are a fraction of the resources available, but they provide useful starting points.

Dr. Mellander is a professor at George Mason University.

Jiménez Project to Share Convent Treasures

BY JODY BELCHER

The world will soon see documents and artifacts that have been locked away for centuries behind the walls of Spanish convents.

"These materials will have an important impact on Renaissance studies, especially pertaining to Hispanics," says Jorge Valdés, a research assistant at Loyola University in Chicago and director of the Jiménez Project. "The contributions of Spain to the renaissance have been generally ignored until now. This will open up a new world for scholars to investigate and will transform our understanding of Hispanic heritage."

Jorge Valdés believes the treasures locked away in Spanish convents will change scholars' view of the Renaissance

Loyola, working in partnership with the Instituto Cervantes, founded by the Spanish government to promote the cultures of Spanish-speaking countries around the world, wants to develop a project to digitally document scores of manuscripts that have never been seen outside convent walls, as well as thousands of artifacts from the period. Renaissance and other scholars worldwide will be invited to participate in the project and to study the materials firsthand. Items will be photographed with a digital camera, and the images and other documentation will be shared over the Internet to ensure widespread access.

Plans call for an exhibit to be mounted at Loyola's Martin D'Arcy Gallery in Chicago in June 1999. "We expect this will be the most important exhibit of Spain's patrimony relevant to the Renaissance," says Antonio Pareja, who has published extensively on Spanish art and organized exhibits of Spanish antiquities.

The project was conceived in 1995, when Valdés was a doctoral student in Loyola's New Testament studies program. During a seminar in Michigan, Dr. Bruce Metzger, one of the leading biblical scholars in America, introduced Valdés to the

"It awoke my curiosity as a Hispanic and as a biblical scholar" says Valdés. "Here was a major contribution to biblical scholarship, by someone with Hispanic ancestry, and I knew nothing about it."

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first printed New Testament, which was commissioned by Cardinal Jiménez of Toledo in the early 1500s.

"It awoke my curiosity as a Hispanic and as a biblical scholar" says Valdés. "Here was a major contribution to biblical scholarship, by someone with Hispanic ancestry, and I knew nothing about it." Valdés approached Dr. David Aune, his dissertation supervisor and a renowned biblical scholar, and found full support.

Valdés and his wife began to study Jiménez. They learned that the Cardinal believed the church to be corrupt in that no one knew what was the true word of God. Jiménez, they found, formed a team of nine scholars, and ordained the publication of the New Testament in its original languages to revive "the dormant study of scriptures."

Excited by his research, Valdés approached the Cervantes Institute in Chicago and proposed an international symposium on Cardinal Jiménez and the Spanish Renaissance. The Institute's Chicago director, Miguel Angel Martín, traveled to Spain and met with Pareja in Toledo. Pareja, a longtime patron of the convents, helped Valdés and the Cervantes Institute to get permission to visit the convents in 1997. There, Valdés saw rooms and buildings filled with priceless historical objects.

"I saw boxes of manuscripts that have not even been catalogued. I saw the material for at least 1,000 doctoral dissertations," says Valdés.

"I saw boxes of manuscripts that have not even been catalogued. I saw the material for at least 1,000 doctoral dissertations," says Valdés.

"In America, most dissertations are based on re-examining materials other people have already studied. Now we have new material to consider–things that have never been studied before. What can we learn about the church? What can we learn about Cardinal Jiménez, one of the greatest of church reformers? There is so much to learn," says Valdés.

Jorge Valdés talks with Antonio Pareja about digital photos they made of documents and artifacts hidden away in Spanish convents.

Valdés saw manuscripts from St. Teresa with handwritten margin notes; Papal communiques; a 15th century religious manuscript with decorations that include a bird native to the Americas; manuscripts in medicine, architecture, and music; the cardinal's will and his staff and cutlery (the only extant cutlery from the period); and altar objects, numerous tapestries, and ceramic objects.

His greatest concern: that the original documents and other artifacts will soon be lost. Only 15 convents remain of the 23 that existed at the beginning of the last century. Ecclesiastical orders are dying. Some of the convents once run by 100 nuns have only seven or eight nuns today, some of whom are 80 years old and more. "Unfortunately, they just aren't equipped to care for this material any longer," say Valdés. Already the cache of historical artifacts has been diminished by invaders from France and the Spanish Civil War.

"We want to find a way to preserve these valuable historical materials and to make them available to the world. And we believe that with digital technology, we can do it."

Sharing a Scholarly Resource

During his initial visit, Valdés documented 150 items using a Kodak Professional DCS 420 digital camera. The camera, an adapted Nikon N90 camera body with a digital back, captures images as 1.5-million pixel digital files and stores them on removable PCMCIA cards. The images can be printed with photographic quality on digital color printers, or shared over computer networks.

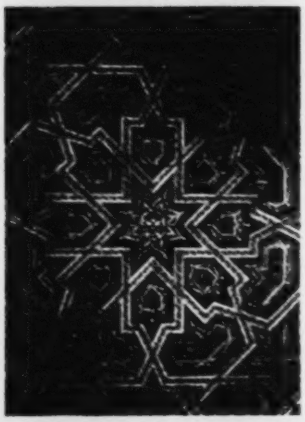
"We believe that digitizing these materials is the easiest and best way to make them widely available to a broad audience," says Valdés. "It's a highly efficient means of distribution."

Some of the documents have grown brittle and nearly disintegrate in routine handling. Once digitized, manuscripts can be shared with scholars worldwide without disturbing the originals, he points out. In cases where documents have been damaged over the years, digital techniques can be used to enhance their legibility.

Eventually Valdés envisions a center for scientific study of the materials, based in Toledo, with both teaching and restoration components. To begin, Valdés estimates the center will need to launch a five-year project to catalog and digitize images of the material. Beyond that, the convents' future is unknown.

Pareja hopes to find a way to

The symbolic Cardinal's mitre was used during official appearances.



keep the convent communities alive; he is making efforts to bring nuns from other geographic areas to ensure continuity of the convents themselves.

"We want to preserve the patrimony of Spain, and to preserve the communities, but not to make it a commercial venture," he says. "We don't want to have tours and sell postcards at the door." He stresses that the historical items are more than artifacts; they are religious relics. To the nuns who have protected them over the centuries, their spiritual value is immense.

To understand the items, says Valdés, one must understand the Spain of the late 15th and early 16th centuries. Its people recognized and practiced three religions: Christianity, Judaism, and Islam. "When you consider this, Spain emerges as a uniquely tolerant society. The mixture of these religions in its society gave it a great history. You can see in its architecture the Islamic, Christian, and Judaic influences like nowhere else in the world. Spain is a diverse culture with contributions of many races and cultures and religions." The convents' historical treasures reflect the same diversity.

Beyond documentation of the treasures, Valdés hopes the Jiménez Project will lead to their restoration. He expects students in art, religion, and other fields will become involved in the restoration process. No single site anywhere in the world offers as diverse a range of objects, he says: from art to textiles, manuscripts, gold, sculptures, architecture, tapestries, and ceramics.

"With the help of modern technology, we can post daily updates for scholars on the Web site. By the end of the five-year project, we will have an exhibit that will dwarf all similar exhibits in history."

Jorge Valdés uses a Kodak Professional DCS 420 digital camera to document many of the treasures he found in Spanish convents.

Through the Internet, Valdés hopes to invite not just biblical scholars but the whole world to visit the little-known Spanish convents and see their treasures. "It will give students all over the world an opportunity that great scholars only dreamed of a generation ago."

No single site anywhere in the world offers as diverse a range of objects, he says: from art to textiles, manuscripts, gold, sculptures, architecture, tapestries, and ceramics.

Assembling the Exhibit

The first priority is to assemble the exhibit, which will coincide with the 500th anniversary of the University of Alcala, founded in Alcala de Henares to educate a "clergy worthy of Christ." A Web site announcing the exhibit at Loyola University and a scholars' congress will be launched this summer. Executive and honorary committees have been formed in Spain and in the U.S., with both ecclesiastical and governmental representatives. Participants include the Archbishops of Chicago and Toledo, Spain's ambassador to the U.S., the Counsel General of Spain, Bishop of Alcala, Mayor of Alcala, President of Loyola University, and President of the University of Alcala.

The exhibit and on-site research will doubtless draw the scholarly community. But Valdés has his sights set on a broader audience, particularly in the U.S. "We have a moral and ethical responsibility to see that this project has an impact on the entire Hispanic community. In the coming decade, Hispanics will be the largest minority in America...yet the Hispanic people as a whole here are not thriving.

"Hispanics have the highest high school dropout rate in America," he notes. They are falling behind in education, particularly religious education.

"The Jiménez Project will let us document Hispanic contributions to western culture, which is what we want most to communicate to students," Valdés says. "It's very important for Hispanics in America to have a sense of belonging...a sense that they have contributed to their culture. That is the lesson of the Jiménez Project."

The Cardinal's cutlery, the only extant cutlery from 14th and 15th Century

Experience That Money Can't Buy

Studying Abroad

BY MICHELLE ADAM

Roberto Rodríguez, UTEP communications major, took part in a three-month Russian language seminar in Moscow during the summers of '93 and '94. Both seminar groups were about 60 percent Hispanic. Rodriguez received a full-paid scholarship for his first summer abroad.

The stories are similar, regardless of race and ethnicity. Students who leave the niche of their everyday lives and jump into the great unknown of study abroad are transformed forever. From "It changed my life" to "It was the best thing I have ever done," students who branch out beyond the borders rarely forget their experiences.

Mavel Moreno, student of the University of New Mexico at the University of Granada's Main Library. "The most visited place by foreign students as well as Spaniards."

Of the 89,242 Americans receiving credit for study abroad, nearly two-thirds go to Western Europe, according to The Institute of International Education, the nation's leading nonprofit international exchange and training organization. The numbers increased six percent during 1995-96, after an 11 percent increase the year before.

The institute reports that among Hispanic students, the numbers studying abroad remain steady at about five percent of all students.

The International Studies Association of New Jersey, which conducts summer study abroad programs with 86 U.S. colleges and universities in England, France, Germany, Italy, and Spain, reports a substantial increase in the number of Hispanic students in its programs, an impressive 34 percent in 1997 and 39 percent this summer.

"We actively seek Hispanic participation–by advertising in publications like the *Hispanic Outlook* and by granting scholarships to promising students," says association president Carlos Bravo, a Spanish teacher at Ridgewood High School in New Jersey's affluent Bergen County.

HO spoke with program staff and with Hispanic participants in six study abroad programs at major institutions across the country.

University of Illinois at Chicago (UIC)

About 3,300 of UIC's 25,000 undergraduates are Hispanic, placing it among the nation's top 50 schools in Hispanic enrollment. A very popular study abroad option is its Great Cities London Program, one of its 60 programs in 36 countries.

Recognized locally and nationally as innovative and highly successful, Great Cities London is atypical, with only 20 UIC students selected every year to spend approximately one month of their summer in London, where they study urban issues. They follow up with internships in Chicago, in the mayor's office and in schools and public affairs offices, conducting comparative research.

Many minority students attend the four-year-old program–43 to 45 percent, said Nina Shepherd, director of UIC's Study Abroad Office. Of these, Hispanics make up 21 percent, a number that recently increased, she added.

It is not open to all. The partially subsidized program seeks out students who care about urban issues and want to give back to their community. Applicants are required to show an interest in urban affairs and to display leadership qualities.

Eduardo Garza is one of those extremely motivated students. In London from May through June, 1997, he compared the major migration patterns of Afro-Caribbean and Pakistani Indians in London with Chicago's Pakistani and African American community.

"The minority students who apply", said Shepherd, "are very good students."

Eduardo Garza is one of those students–highly motivated. In London from May through June, 1997, he compared the major migration patterns of Afro-Caribbean and Pakistani Indians in London with Chicago's Pakistani and African American community.

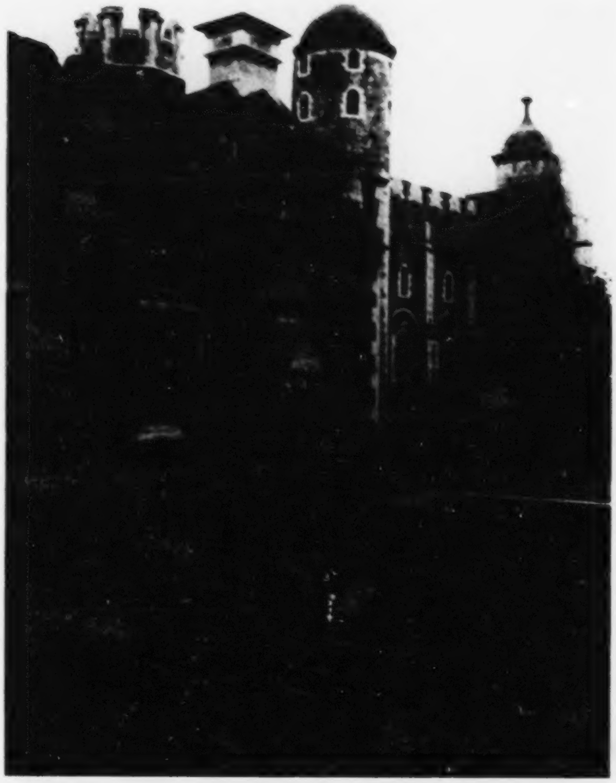
"I've learned a lot on migration patterns–why families leave and don't leave," said Garza, a senior sociology student. "It made me realize that we share similar problems. If London can deal with the problems, so can we."

An advocate for the poor in his Hispanic community, Garza saw that London has a much kinder way of dealing with the poor than does Chicago.

"If I really want to help my people, I have to learn about other people," said Garza, who works part time for the U.S. Hispanic Leadership Institute. Garza works with neighborhood leaders throughout the Midwest, helping them build community programs. His London experience gives him further reason to advocate for the poor and for Hispanics. "I know that if I don't help them, no one will," he said.

Adriana Ortíz, an education major at UIC, and one of several Mexican Americans on the London trip, described the program as "the greatest thing I have done in my life." Ortíz compared bilingual programs for Indians in London with bilingual programs for Hispanics in Chicago. She learned that Chicago programs are actually more advanced than London's, and in Chicago she was able to bring her experience to the classroom.

"I thought I was really open-minded," said Ortíz. "I didn't realize how close-minded I was."



Eduardo Garza, a University of Illinois at Chicago student, in Paris.

University of New Mexico

International Programs and Studies at the University of New Mexico (UNM) has been sending students abroad for about 32 years and offers 20 or so programs, according to Rebecca Digman, associate director and study abroad advisor.

About a third of the participants are Hispanics. Summer programs, she said, are open to students from outside the university, but their year-long study abroad sessions are not.

The university covers the globe–Mexico, Germany, Spain, New Zealand, India, Austria. But of all the exchange programs, the most popular one is the Granada program in Spain, said Digman.

"It was fantastic," said Antonio Real, a UNM senior and Spanish major who comes from seven generations of a Spanish-speaking New Mexico family. He went to Granada on the 1995-96 program. "I perfected my Spanish–a total immersion."

Real had visited Mexico earlier with another UNM program, Connexiones, which takes Hispanic students to Spanish-speaking countries to reacquaint them with their own heritage and roots. Separate from the UNM International Studies Program, Connexiones is open to students throughout the United States. "It was a challenge to go to another culture and act independently," he said.

Mavel Moreno, a Mexican American and secondary education major at UNM who wanted to study beyond the U.S. and Mexico, also studied in Granada.

"At first it was hard, but that's where your strength is tested," said Moreno. "I feel I accomplished something great in my life. It was a wonderful experience. I came back and I wanted to know more about my own family. They opened me up more to my own roots," she said.

UNM's program sees students from all walks of life taking advantage of study-abroad for very similar reasons. They want to see the rest of the world, said Digman. And for most students, paying the equivalent of UNM tuition abroad and being able to transfer financial aid makes studying abroad an affordable possibility.

University of California

Headquartered in Santa Barbara, UC's Education Abroad Program (EAP) serves primarily its eight general campuses. Since it started in 1962, EAP has helped close to 27,000 UC students study at about 150 universities in 43 countries. This academic year, nearly 1,800 UC students studied in 33 countries through EAP, in places as varied as Australia, Chile, Egypt, and South Africa.

Typically, a UC faculty member serves as a Study Center Director on site and as liaison between UC and the host country. In some programs, EAP students pursue language study, and in others, more specialized studies in their major. Students are required to take language preparatory classes before entering integrated study programs with natives in their host country.

Short-term program participation has increased, and so has racial and ethnic diversity in EAP–with non-Caucasians up 18 percent over the last five years. Some 12 percent of EAP students are Hispanics, about a two percent increase over six years. The majority are going to Mexico, Spain, Costa Rica, and France. UC-Berkeley sends the highest numbers abroad. There, too, 12 percent are Hispanic.

The biggest challenge for EAP students is financial. Jan Keeling, assistant director of Berkeley's program, said that 70 percent receive financial aid and, if they are lucky, they can receive scholarship money as well.

"This is not Muffy and Chip going to Europe. A lot of them are working part time to go to school," said Keeling. But it's been demonstrated that studying abroad provides a learning experience they can't get on campus here."

> ***"This is not Muffy and Chip going to Europe. A lot of them are working part time to go to school", said Jan Keeling, UC Berkeley. "But it's been demonstrated that studying abroad provides a learning experience they can't get on campus here."***

Bianca Vargas, a senior at Berkeley, studied in Brazil last year. Raised speaking Spanish at home by her Mexican parents, she wanted an experience far removed from what she described as the collective memory of her people.

"My parents were a bit puzzled about what I was doing," she said. "I wanted to live in another country, staking claim to my independence."

Vargas attended the Pontifical Catholic University in Rio de Janeiro and became more fluent in Portuguese than in Spanish. She was really scared at first, she said, "but in the end, it was fabulous–the best thing I had ever done."

Unlike Vargas, Chicana and Comparative Literature student Anna Vásquez studied in Mexico last year specifically to learn the culture of her family. "I wanted to spend a length of time in Mexico," she said, adding that if she wanted to "open the world up," she needed to start there.

Vásquez studied comparative literature at La Universidad Nacional Autónoma de México in Mexico City through EAP. Although raised hearing Spanish, it was in Mexico that she achieved fluency.

"It was a pretty grounding experience to go back to the pueblo where my grandmother left. I saw traditions and norms that our families still continue in the United States," said Vásquez. "I felt very comfortable in my Chicana identity."

New York University

NYU in Madrid, founded in 1958, is one of the oldest programs in the country. More than 5,000 undergraduate students throughout the country have studied language, literature, art, anthropology, politics, and cinema at NYU in Spain. Other program centers are in Paris, Florence, and Prague.

The university owns its center in Paris and hopes eventually to do the same in Madrid. "We try to be a cultural center and engage our students in the intellectual life of the country," said Henriette Goldwyn, assistant dean for International Study.

Of 100 students during the academic year and 65 in the summer, nearly half are Hispanic. According to Goldwyn, many students are encouraged to go abroad through their strong language departments, and a large number of Hispanics go abroad to fulfill Romance Language requirements.

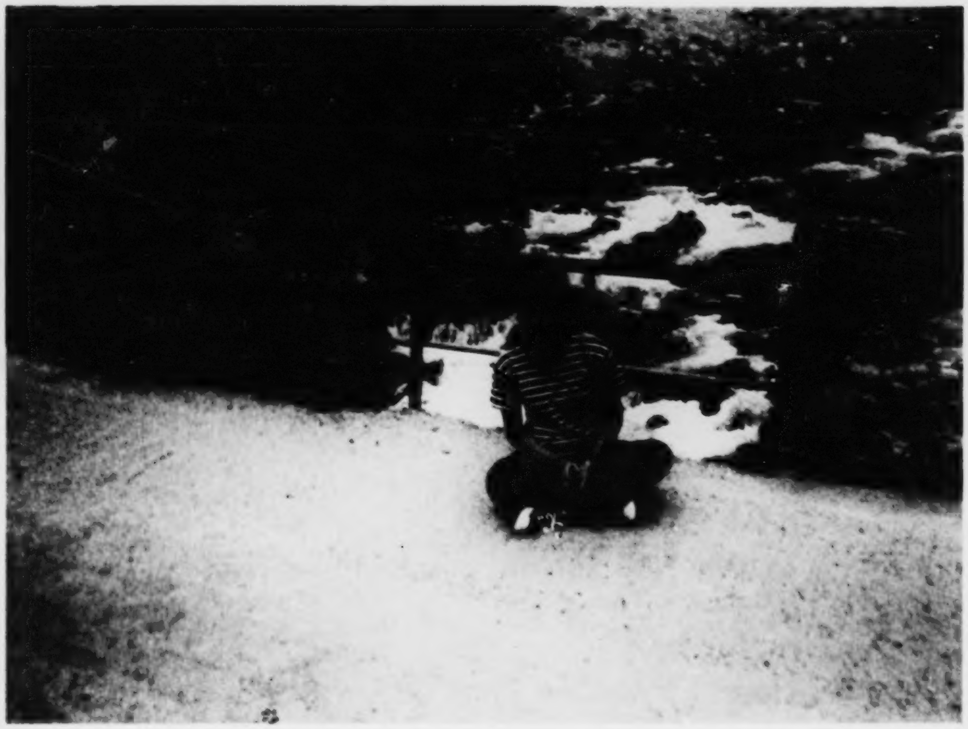
Ruby Gómez, one of 23 students throughout the U.S. who joined the Madrid program in 1996, called it "an amazing academic program." She became immersed in a challenging program with professors who demanded excellent language skills and taught history and political science through personal accounts of life in Franco's era. Students traveled to remote areas of Spain, too, with freedom to explore, she said.

"You have to go abroad to see how America is," said Gómez, who grew up in a Chicano neighborhood of Los Angeles.

Washington College

Washington College, located in Chestertown, Maryland, has low Hispanic enrollment but is working hard to achieve diversity. One of the oldest colleges in the country, it began an expansive exchange program three years ago under The Center For International Programs. The center includes 32 international programs, from Africa and Latin America to Asia, and is open to students from throughout the United States.

The Center was part of an overall effort by the college to expand its diversity, which has increased from one percent minority students four



Washington College student Cecilia Rivas in Quito, Ecuador.

years ago to six percent minority and 10 percent international students currently, said Dr. Tahir I. Shad, associate dean of the college.

"We feel that in global industry and trade, the U.S. is being left behind. We feel that Americans need to be more aware of other languages and cultures," he said.

In the three years since the center opened its doors, student participation has gone from 20 to 100 a year.

Shad said, "Our aim is to send 150. The trend is that students are interested in going to more exotic places."

When developing the program, Shad was surprised by how few colleges across the country have exchange programs, especially programs outside of Europe. According to him, they were fortunate to attract top universities from around the world to their program.

Although few of their students studying abroad are Hispanic, said Shad, a greater number of international students are taking advantage of study abroad. And fortunately, students can use their tuition at home for their studies elsewhere.

Cecilia Rivas, an exchange student from El Salvador, was one of several international students to participate. As an undergraduate international affairs student, she decided to study in Quito, Ecuador.

"I thought studying abroad in Latin America would help me study Latin American political thought," said Rivas. "When I went to Ecuador, it was a study abroad within a study abroad."

After growing up with bilingual education in El Salvador, and then at Washington College, for Rivas, studying abroad in both English and Spanish had become second nature. And studying in Ecuador gave her a better perspective on her own history of El Salvador.

"It helped me see what we've been through and where we are going," she said. "When I go home, I rarely hear news about Latin America."

University of Texas at El Paso

UTEP is a top school for Hispanic enrollment. Primarily because it is a border university, 70 percent of its students who study abroad are Hispanic. The university offers programs to London, Germany, Russia, and France, but some students also go on individualized programs through other universities.

Eva Cortéz, senior secretary for the Office of International Affairs, told *HO* that the programs began in 1992 and are designed specifically for UTEP students. During the most recent semester, 22 students studied abroad. Most of them were able to go because they received scholarships.

"They want to acquire the experience of learning another culture, and a third language. It helps toward their career," said Cortéz of many Hispanic students.

Roberto Rodríguez, UTEP communications major, took part in a three-month Russian language seminar in Moscow during the summers of '93 and '94. Both seminar groups were about 60 percent Hispanics. Rodríguez received a full-paid scholarship for his first summer abroad.

"Ever since I remember, I wanted to so somewhere in Europe. And I was always interested in the Soviet Union–the mystery of that culture," he said.

Rodríguez was raised in Mexico and educated in Texas. "I am from the borderlands. I am bicultural," he said. Studying Russian and going to Moscow is just a part of his desire to become an even more global person.

"It was a life-changing experience," said Rodríguez. "I am ready for the challenges globalization is bringing."

Rodríguez has learned some French, Italian, and Portuguese as well–all equipping him to enter the global communication field of the Internet. Since age ten, he has had friends throughout the world, and he continues writing to pen pals and learning about other cultures.

In Russia, Rodríguez exchanged ideas with politicians, journalists, and businessmen. "It was one of the most important things I did in my life," he said.

Many of his friends have already bought new cars, but for Rodríguez, acquiring knowledge and skills is much more important.

"I'm always pushing people to go abroad," he said. "It is one of those experiences you cannot buy."

The Artful Ballad in Mexico and the U.S.

CORRIDOS SIN FRONTERAS

THE ART OF A BALLAD TRADITION IN MEXICO AND THE U.S

BY BRET JOHNSON

The *corrido* or ballad is flourishing from Fresno to Tijuana. It's a tradition that spans some 200 years, with antecedents in Spain and the Arab and Judeo-Spanish worlds, as well as influences from Native American epic traditions.

UCLA's Chicano Studies Research Center and the UCLA Fowler Museum of Cultural History sponsored a summer-long series of programs and events celebrating the art, scholarship, and songs of the Mexican *corrido*.

"*Corridos sin Fronteras*," which opened in June and runs through September 27, includes the world's first museum exhibition on the *corrido*, an international film festival, academic conference, and several concerts.

"The *corrido* is a ballad tradition that has evolved from an orally transmitted form to a genre of popular culture that is now recorded, filmed, and electronically recorded," said Guillermo Hernández, UCLA Spanish professor, director of the Research Center, and visiting co-curator of the *corridos* exhibition at the Fowler.

"The themes of the *corrido* are diverse but generally involve tragic incidents and heroes that attract the attention and sympathy of entire communities.

"*Corridos* are most popular on the borders of Mexico and the United States, but also in various cities and communities throughout both countries," added Hernández, who has studied the genre for more than 20 years.

Corrido: ***a narrative song or ballad whose characters, events, and themes represent the values and history of local communities in the United States and Mexico.***

Corridista Lydia Mendoza, publicity photograph, c. 1950s from the film "Chulas Fronteras", Arhoolie Productions

The Third International Conference on the *Corrido*, held in June at the UCLA School of Law, kicked off the four-month celebration. It brought together scholars, composers, and performers to deliver presentations, engage in dialogue, and listen to performances among experts, practitioners, and *aficionados* of the *corrido*.

Corrido group from Durango, Mexico, c. 1920s. Photo courtesy of the UCLA Chicano Studies Research Center

The *Corrido* International Film Series opened in June with *Chulas Fronteras*, a documentary on Mexican American border music. Scheduled to run through September 12, the series also includes *La Valentina*, *Benjamín Argumedo*, *Heraclio Bernal*, *Los Hermanos del Hierro*, *El Siete de Copas*, *Gabino Barrero*, and *La Cucaracha*. Guest speakers at the screenings include director Mario Hernández, screenwriter and film critic Xavier Robles, screenwriter and IMCINE official Sergio Molina, and Antonio Aguilar.

While it is extremely popular, the *corrido*, as a genre, remains largely misunderstood, and a first-of-its-kind exhibition at the Fowler plans to change all that, according to exhibit publicity. The sound-based exhibition, "*Corridos sin Fronteras*: The Art of a Ballad Tradition in Mexico and the U.S.," recreates the development of the *corrido* through vintage and modern recordings, broadsides, photographs, posters, musical instruments, weapons, and other significant memorabilia.

Eduardo "Lalo" Guerrero

Recordings of 16 different *corridos* are heard throughout the museum, allowing visitors to embark on a musical and visual journey through stories sung in communities in Mexico and the U.S. The exhibition is staged to offer an immediate and personal perspective on feelings, values, and accounts regarding important events and issues that have affected communities in both countries since the mid-1800s.

"The *corrido* adopts different styles and chooses different issues that appeal to one's sense of identity, history, and values," Hernández said. "It moves people who maintain it as part of their personal, family, and community heritage. Through the objects and visuals associated with the *corrido*, this exhibition offers a rich cultural matrix of history, music, literature, and community."

As part of the museum's Summer Sunset Series, the Fowler scheduled monthly programs featuring local *conjuntos* (musicians) and interpreters of the *corrido*, a guitar-making demonstration by the renowned Delgado family of Candelas Guitars in Los Angeles, a curatorial walk-through with curators Hernández and Isabel Castro-Melendez, and a performance by Eduardo "Lalo" Guerrero, universally known as the "father of Chicano music." Guerrero, a recipient of the National Medal of the Arts, is both a singer and a composer.

A benefit concert in June featured the Grammy award-winning ensemble *Los Tigres del Norte*. Proceeds from the concert are earmarked for an endowed fund to support the study, preservation, and spreading of Mexican popular culture at UCLA.

Corridos sin Fronteras was supported by contributions by *La Opinión*, Univision, Inc., *La Nueva* 101.9 FM, Miller Brewing Co., Farmer's Insurance Group, and *Bud Lt.* HO

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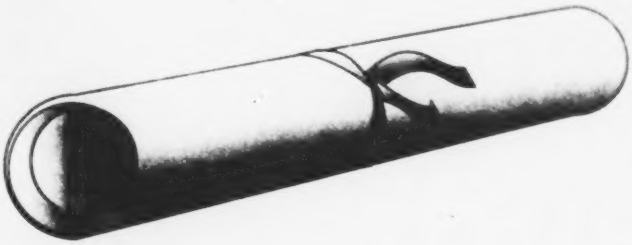
The Honor Roll



College of DuPage

Half a Million Students Served

BY ROGER DEITZ

The striking Student Resource Center Auditorium, opened in 1995, is the college's administrative and student hub.

College of DuPage was founded 30 years ago amid the turmoil of the Vietnam era. The year 1967 was a time of student unrest, with many college campuses swept by student demonstrations. While other schools were in the headlines, College of DuPage quietly began reaching for and realizing one academic goal after another. Located 35 miles from downtown Chicago, its community college district (parts of Will and Cook Counties in Illinois) makes up much of the city's suburbs.

Nearly one million area residents are served by this responsive, community-based institution. Since day one, College of DuPage has not stopped aspiring and accomplishing. The college grew to become the nation's largest single-campus community college with an enrollment exceeding 33,000. On the academic side, this year the institution can also take pride in its first Rhodes Scholar, Ebrahim Patel. This milestone makes the college theme–"It's All About Reaching"–all the more meaningful.

President Michael T. Murphy celebrates what his college has accomplished. "The word *reaching* is significant because the college takes pride in reaching out to students of all ages and needs with a curriculum designed to prepare them for the career challenges of our fast-paced, global society." We congratulate College of DuPage for reaching for and attaining, among other kudos, its place on *The Hispanic Outlook* Honor Roll.

The school's beginning was humble indeed. In September of 1967, classes were held in office trailers and at 40 leased suburban sites. Commuting from site to site, the 2,621 students and 87 full-time faculty and staff at the "campus-less" college became known as "road-runners," giving rise to the college's nickname–"Chaparrals." In 1968, the 273-acre Glen Ellyn campus was acquired, and construction began within a year. By the time the first permanent building (today's Instructional Center or

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Michael T. Murphy, College President

IC) was partially opened in 1973, enrollment had already reached the 10,000 mark. Four years later, the third floor of the IC was completed, and enrollment had grown to 19,642.

The Business and Professional Institute was added in 1979. When the Student Resource Center and Physical Education Center were unveiled four years later, enrollment had jumped to 27,000. This marked phenomenal growth in little more than a decade. The Student Resource Center is now a three-story, 160,000-square-foot facility that houses an expanded library, College Bookstore, Diverse Student/Community Center, Community Meeting Room, and a new Academic Computing Center. The Arts Center was opened in 1986, and Seaton Computing Center, in 1990, followed the next year by neighborhood learning centers in Naperville and Westmont. The library, now 110,000 square feet, serves not only students, faculty, and staff but more than 52,000 community borrowers. The growing collection includes nearly 150,000 books and 1,064 periodicals and InfoTrac's Expanded Academic Index, Business and Company, and Business Index. The library offers thousands of items on microfilm as well as compact disks, films, and videotapes.

Fifty-seven percent of COD students are female. While two out of five students fall into the traditional student age group of 17 to 24, nearly one in five is between 40 and 55, and one in ten is age 56 and older. The mean College of DuPage student age is 33 years; the median age is 27. Hispanics represent seven percent of the school population, Asians make up nine percent, and three percent are African American.

Honor Roll Facts in Brief

INSTITUTION:
College of DuPage

LOCATION:
425 22nd Street
Glen Ellyn, IL 60137-6599
(630) 942-2800

ESTABLISHED:
1966

ENROLLMENT:
33,000

DEGREE OFFERINGS:
Two-Year Associate
(A.A., A.S., A.A.S., A.G.S., A.E.S.)

ANNUAL TUITION:
$1,305 (in-district, tuition and fees)

NUMBER OF FACULTY:
313 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Culinary Arts
Criminal Justice
Engineering Technology
Ornamental Horticulture
Restaurant and Hotel/Motel Management
Travel and Tourism

INTERNET (Website) ADDRESS:
http://www.cod.edu

Since opening its doors, College of DuPage has served 575,000 students. Currently, the college offers 44 pre-baccalaureate programs and 46 career programs for those seeking degrees, transfer certificates, or personal enrichment. Credit and non-credit programs are available on and off campus. Five degrees are awarded by College of DuPage: Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), Associate in General Studies (A.G.S.), and, added in 1995, Associate in Engineering Science (A.E.S.).

Despite being the nation's largest single-campus community college, College of DuPage offers a favorable average class size of 22, which keeps students from being lost in the shuffle of large classes and allows them to work more closely with their professors. The faculty is recruited from throughout the nation. The 313 full-time faculty members included 148 who have attained the rank of professor, as well as 112 associate professors, 45 assistant professors and 8 instructors. A recent follow-up study finds that 82 percent of 1996 COD graduates earning A.A., A.S., or A.E.S. degrees, designed for but not limited to those planning to pursue a bachelor's degree, are currently continuing their educations. The same study shows 70 percent of graduates with an A.A.S., designed for those planning occupation or technical careers, are currently employed full time, with another 20 percent working part time. Among 1996 certificate graduates, 87 percent are currently employed, 68 percent full time.

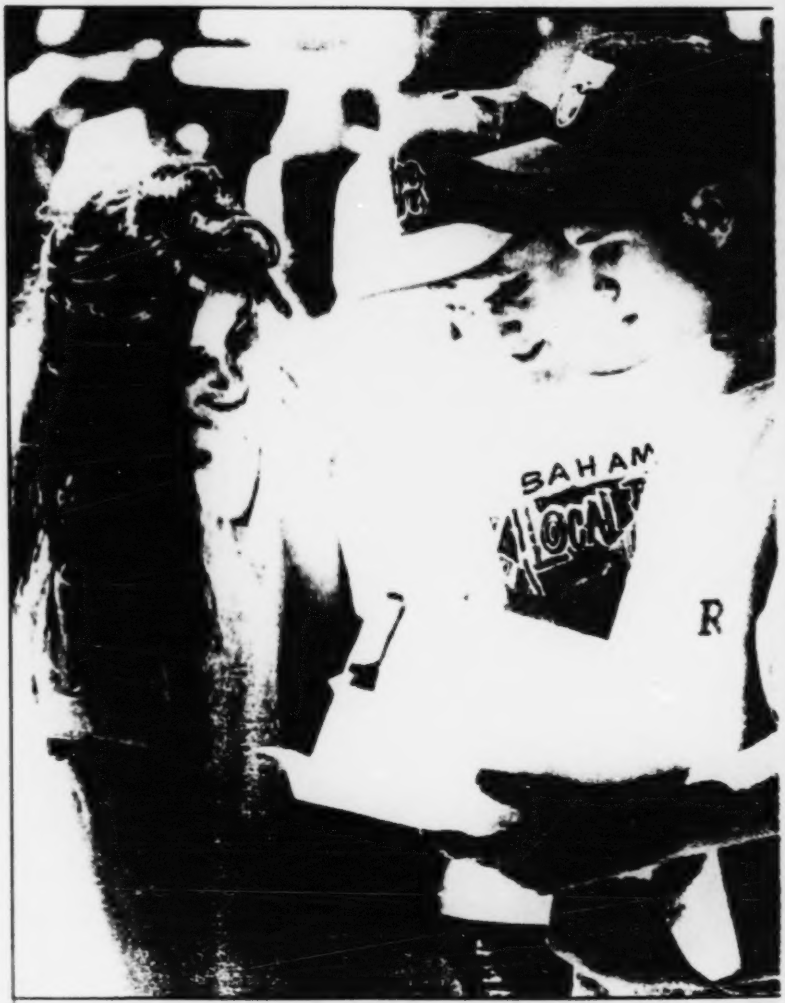
One graduate who has brought credit to College of DuPage is Ebrahim Patel, who started his college career enrolled in its philosophy, sociology, and mathematics classes–at the age of 14. Now he is one of 32 individuals selected from 900 nationwide as a prestigious Rhodes Scholar to study at Oxford University. Patel's father, Rukshad, teaches accounting at COD "I received a fantastic education at College of DuPage," said the senior Patel, who continued his undergraduate education at the University of Illinois, graduating with honors at the age of twenty. "I believe that anybody can receive that type of education. The fact that COD classes are small and there is a wide range of programs means that everybody can obtain a crackerjack education."

There have been other recent distinctions for this youthful college. Biology faculty member Hal Cohen was honored by two national organizations this past school year–the Council for Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching–for his "committed, innovative approaches to teaching." Cohen, who has taught at COD for 27 years, was recognized with three colleagues from across the country. A panel of judges evaluated 600 nominees for their impact on and involvement with undergraduate students: scholarly approach to teaching; service to undergraduates, institution, community, and profession; and support for students. Cohen was COD's Outstanding Faculty Member of 1993. (This year the honor went to Honor's Program Coordinator and English Professor Alice Snelgrove.) Cohen reflected, "I realize the responsibility of an award like this. It falls not only on my shoulders but the entire college community. It all of a sudden brings home the realization that so many people have helped me for so many years. So it's not just a single individual getting this award. It is a community."

Another honor was bestowed by The Association for Continuing Higher Education's Older Adult Committee, which recognized COD's Older Adult Institute (OAI) for its the "diversity, quality and scope," presenting its "Exemplary Model Program" award to manager Margaret Hamilton. The OAI program serves 2,500 senior learners, age 55 and up, each quarter.

"It's nice to get the recognition for our program," Hamilton said. "They will use our program as a role model around the country. I've received calls from Finland and England and from people all across the country who have heard of our program and would like to emulate it."

OAI started 11 years ago with 64 students. This year's enrollment exceeds 10,000. And so it goes with energetic, high achieving College of DuPage.



Students at College of DuPage campus.

Spotlight on Immigration and Entrepreneurship

at Kansas Multicultural Conference

BY STEVE QUAKENBUSH

Garden City, a wheat-producing and, more recently, meat-packing town of 30,000 in the southwest part of Kansas, has already reached the high levels of ethnic and cultural diversity that aren't expected to emerge in most small and medium-sized American towns until later in the 21st century.

For seven years, Garden City Community College and the research and extension division of Kansas State University have hosted jointly a multicultural conference that this year drew participants from about eight central U.S. states to a series of workshops and seminars based on the small city's dramatic, immigrant-fueled expansion over the past 17 years.

Two conference presentations that met with great interest were those on immigration and entrepreneurship. They are described below.

Between 1870 and 1920, she pointed out, about 15 percent of the U.S. population was foreign born. The latest figures for the present decade show the foreign-born count at just eight percent.

Adelita Cintrón Parr (left) of the Garden City Community College Adult Learning Center, moderates a discussion of Hispanic business opportunities during the 1998 Five-State Multicultural Conference. With her are Juan Andrade (center) who has expanded a one-room botanical shop into a half-block long grocery market and restaurant; and Cervando San Juan (right) whose family began business in a converted garage and now operates a hair-styling salon, a flea market and a restaurant. GCCC photo by Lydia Smith

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Changes Unfolding in Immigration Law

If attitudes toward immigration and immigrants are changing across the U.S., so are the laws affecting newcomers to the nation.

Suzanne Gladney, managing attorney for Legal Aide of Kansas and Western Missouri, outlined the changes at the conference.

The questions asked by today's immigrants, however, are the same as those asked by earlier generations who came via Ellis Island rather than across the Mexican border: "How can I get a permit to go to work? "How quickly can I become a citizen?"

The fastest route to citizenship, Gladney explained, is still marriage to a present citizen. The slowest is the application to naturalize one's children–a process that can run on as long as 15 years.

Origin Determines Wait

The waiting period for applications, particularly those pertaining to a newcomer's children, varies in length according to country of origin. This, she explained, is because the Immigration and Naturalization Service (INS) uses preference categories that limit the number of visas for each nation, and nearly every one of them is different. Basic prerequisites include permanent resident status, at a minimum wait of five years. If an applicant is married and living with the same U.S. citizen, two years can be cut off the waiting period.

Some INS requirements have been stiffened, she said, but other options have also emerged in the citizenship-seeking process. Older applicants, for instance, may now take their citizenship examinations in Spanish or another non-English language, provided they are age 55 or older and have been permanent U.S. residents for at least 15 years. In addition, applicants age 65 and above may take a more limited test, provided they have completed at least two decades of residence.

The changes have special significance in communities such as Garden City. The GCCC Adult Learning Center is serving 1,000 to 1,400 people per year, most of them immigrants. In addition to learning English and building literacy skills, many of the adult students are preparing for citizenship examinations. When the center sponsored a citywide Independence Day contest in American history to celebrate the college's 75th anniversary, it was a naturalized immigrant who won with a perfect score.

Fingerprint Backlog

One glitch in the naturalization system, at least in areas such as western Kansas that are considered "isolated," is the process of fingerprinting. Fingerprints of applicants must be made by the INS or an INS-certified agency. The closest certified location is more than 150 miles from Garden City, in Russell, Kansas, the hometown of former U.S. Senator Bob Dole.

Today, Gladney told her listeners, the INS maintains boxes and boxes of citizenship applications, all of which lack the necessary fingerprints. One possible solution is the creation of mobile fingerprinting sites.

There are 100 citizenship questions that applicants need to know, she explained, but the actual number that any individual will be asked is smaller. Some are simple and straightforward, such as how many members serve in the U.S. House of Representatives, who is the president of the United States, and who wrote the national anthem. Others, however, require greater introspection and understanding. An immigrant might be asked to explain the basic belief behind the Declaration of Independence, outline a benefit of citizenship, pinpoint the function of the U.S. Supreme Court, or trace the source for freedom of speech.

Cervando San Juan, who established a hair styling salon as his initial business, explains how his family has diversified its enterprises in the Garden City community to include the salon, a restaurant, and a flea market. GCCC photo by Lydia Smith

The top five countries, in terms of sending workers to the U.S., are Mexico, with 109,027; the People's Republic of China, 65,552; the Philippines, 63,189; Vietnam, 59,613; and the former USSR, 58,568. In Garden City, there are Russian and African immigrants, as well as others, but the bulk of the area's newcomers are from Mexico and Southeast Asia.

More than 50 percent of the undocumented immigrants, according to her statistical data, come from six nations–31 percent from Mexico, nine percent each from El Salvador and Guatemala, and three percent each from Poland, Canada, and the Philippines. Nevertheless, the U.S. today has a population with a lower percentage of immigrants than it did at the beginning of the 20th century. Between 1870 and 1920, she pointed out, about 15 percent of the U.S. population was foreign born. The latest figures for the present decade show the foreign-born count at just eight percent.

Immigrants, according to Gladney's presentation, receive $42.9 billion in services across the U.S. today, but they pay $70.3 billion in taxes, leaving the nation with a positive balance of more than $27 billion.

Income Now a Requirement

Among other new citizenship requirements mandated by Congress, according to Gladney, is that of personal income. In order to sponsor a non-citizen member in seeking citizenship, a family must reach and maintain an income that's at least 125 percent of the U.S. poverty level.

Welfare reform has also affected immigration and naturalization policy. Various programs previously available through Social and

Rehabilitation Services are now off-limits to pre-citizens, with the sole exception of medical assistance. Food stamps, temporary assistance to needy families, and other forms of aid are now calculated as cash assistance by the INS, she said, but the Supreme Court has still held that public education must be offered to all children.

Complicated Documentation

Legal aliens, Gladney said, may carry one of approximately 30 different kinds of required cards–each with different purposes and expiration dates. She said that the patchwork of authorizations creates problems for workers and employers alike. The situation has also created a strong street market for illegal documentation.

In response, new INS cards were slated to arrive this summer. The new type was designed to appear and function much like a credit card, incorporating photo identification, as well as multiple-use documentation. The cards were also designed to be hard to forge.

Dealing with immigration difficulties, the attorney said, is a legal specialty requiring detailed knowledge and experience. Immigrants facing challenges should obtain the services of a lawyer, she cautioned, adding that it's important to select a counselor who is versed in immigration law. While many attorneys handle immigration cases, she asserted, not all of them have the knowledge it takes to handle them well.

Immigration Profile

Each year the U.S. accepts about 700,000 immigrants as lawful permanent residents, primarily consisting of people joining their spouses or families or of people entering the staff or faculty of research institutions, universities, or corporations. About 100,000 arrive as refugees, and another 300,000 come into the U.S. illegally.

Right now, according to information Gladney provided, the U.S. has approximately 3.2 million undocumented workers.

Hispanic Businesses Succeed on Hard Work and Perseverance

The qualities that make Hispanic-owned businesses successful in America are the qualities that make any business successful in a free enterprise environment–perseverance and hard work.

That was the message that two successful immigrant entrepreneurs shared with listeners at the Kansas conference.

Each of the entrepreneurs is a Mexican-born business owner who has carved out his own commercial niche in a community where ethnic diversity is both extensive and fast-growing. Garden City is a town where mainstream franchise names like Firestone, McDonald's, and J.C. Penny often appear in the same yellow page directories as El Remedio Market and San Juan Beauty Salon.

FIVE-STATE
MULTICULTURAL
CONFERENCE

"There are always going to be many hard things to try to stop you, but you just have to set your goals and push," said Juan Andrade, whose small one-room botanical market has grown into a half-a block-long grocery outlet that sells a mixture of Mexican products and standard U.S.-brand food items.

"It took 15 years, but I finally started to see the results of my work, and it feels good," said Andrade, as he explained how he succeeded with El Remedio along Garden City's Fulton Avenue, a street packed with car dealers, motels, convenience stores, and businesses owned by families of both Hispanic and Asian immigrants.

"It took a year, and people never thought I would get it done," said Cervando San Juan as he explained, through a translator, how he erected his own 45-foot by 80-foot business building. Today San Juan and his wife, María, operate a six-station hair styling salon, a restaurant, and a flea market whose brightly colored stands and stalls draw regular crowds to the south side of the southwest Kansas community.

"If you want to do something, you have to decide you can do it and never look back, just ahead," San Juan said. "I can tell you right now exactly how many nails I put into that building."

To understand the success achieved by Andrade and San Juan requires an understanding of the unique makeup of Garden City's population. Little more than two decades ago, the city was a small, quiet, and mostly homogenous farming community where many of the same families had lived for generations. Then, Iowa-based IBF beef processors moved in, erecting nearby the world's largest boxed beef plant. The plant spurred expanded beef production throughout southwest Kansas, and attracted an influx of laborers, primarily from Mexico and other Latin American countries, as well as from Vietnam and neighboring nations of Southeast Asia.

Suddenly, Garden City found itself scrutinized in the same Ford Foundation urban anthropology study as major metro centers like Chicago. Its public institutions began printing signs in multiple languages, and the public school system turned to bilingual education as classrooms swelled with children from Mexico and Vietnam.

The diverse environment led to inevitable conflict and accommodation, and now the city shares its experiences each year in the five-state conference, co-sponsored equally by Garden City Community College and the Research and Extension division of Kansas State University.

The Adult Learning Center of Garden City Community College became an important place for new Americans to learn language, culture, and citizenship; and little by little, minority businesses began to appear throughout the community.

The diverse environment led to inevitable conflict and accommodation, and now the city shares its experiences each year in the five-state conference, co-sponsored equally by the local community college and the Research and Extension division of Kansas State University.

Market Grows with Community

El Remedio has grown with the town, according to Andrade, who came to the U.S. 29 years ago from the Juarez area of Mexico and settled 15 years ago in Garden City. His inspiration wasn't so much the dream of owning a business as it was the reality that his employer of a dozen years had closed its doors and eliminated his job.

"It's not easy when you start from the bottom, without very much money," he recalled. His total nest egg amounted to $3,000, and he spent his first months as a store owner sleeping nights in his shop for lack of a place to live.

"Someday," he told himself during the early days,"I'm going to be somebody." What he lacked in capital he made up for in determination, seeking out products needed by the community's Hispanic newcomers, as well as the core of Spanish-speaking families whose Garden City roots went back to the turn of the century.

He acknowledged the value of education, and even of using the right connections, but said his own rise to success came mostly from perseverance. As time went by, he put profits back into expansion, and El Remedio gradually occupied more and more floor space as other tenants moved out. Eventually, he added a restaurant operation to the grocery line, and also saw his customer base start expanding into Garden City's non-Hispanic population.

"We've changed our whole history," Andrade said, calling his retail operation today a "generic grocery store," rather than a store that carries only products directed at the Hispanic market.

Though still far smaller than the national chain supermarkets, which also operate in Garden City, El Remedio has had a definite effect. When Andrade adds a new product or a different type of Mexican produce to his stock, the cross-town supermarkets add the same thing shortly afterward.

"We're not that big yet," he said with a grin, "but we count."

"When you want to improve," he said of his competition, "you don't need to look at your neighbor; you just need to look at yourself."

Others–competitors and customers alike–are certainly looking more at El Remedio. Andrade has begun to advertise in English as well as Spanish, and has welcomed suggestions that he turn hesitant non-Hispanic shoppers into regular customers by letting them know that in his aisles and at his cash registers, English is as welcome as Spanish. He believes that the atmosphere in Garden City is conducive to minority-owned enterprises and said that he anticipates continued growth in his business.

Work Hard, Avoid Debt

San Juan, who lived 12 years in Los Angeles after arriving in the U.S. in 1973, credits his own success to support and family business participation by his wife and daughters. It was María San Juan's dream of operating a styling salon that led the family to Garden City, and it was her prompting that led Cervando to leave his beef plant supervisory job and plunge full time into business.

Juan Andrade, owner of El Remedio Market in Garden City, Kansas advises Hispanic business panel listeners to place determination and perseverance above all else if they want to succeed.

GCCC photo by Lyda Smith

Initially, a garage built by San Juan became a one-chair salon, and its growth eventually led to the six-station, multiple-employee San Juan Beauty Salon that operates in Garden City today. He then employed his past experience in carpentry in erecting his own business building, which now incorporates a traditional Mexican restaurant with a flea market where the produce line-up is as varied as the diversity of tastes in Garden City's population.

San Juan also relies on the concepts of hard work and thrift. He disdains credit, and believes the road to success veers far away from the lending offices of banks and other financial institutions. His approach is to re-invest profits in new enterprises, and he is convinced that the return on his own efforts is greater than the interest he could draw in stocks, bonds, or certificates of deposit.

"I save up and buy; I don't borrow," he said. "I don't believe in loans; I believe in cash. I want to work for me, not for the bank."

The capital he needed for his market and dining outlet came from the sale of a vacant lot next to the family's salon, not from a business loan, and his means of transportation for 20 years was the same well-worn pickup truck. He only replaced the vehicles when he had saved the cash–$20 at a time–for a newer model.

Hard work, he added, has its own benefits. There are no blenders or other high-tech food preparation devices at the San Juan restaurant, and the result is apparent in the rich Mexican authenticity of the *sopa, gorditas, tortas, tacos*, and other items from the menu.

San Juan also had some other advice to share, borrowing a bit of his own philosophy and mixing it with the slogan of a popular sportswear manufacturer–"always be positive, and just do it." **HO**

Jarrín Enters Hall of Fame

for 39 Years of Sportscasting

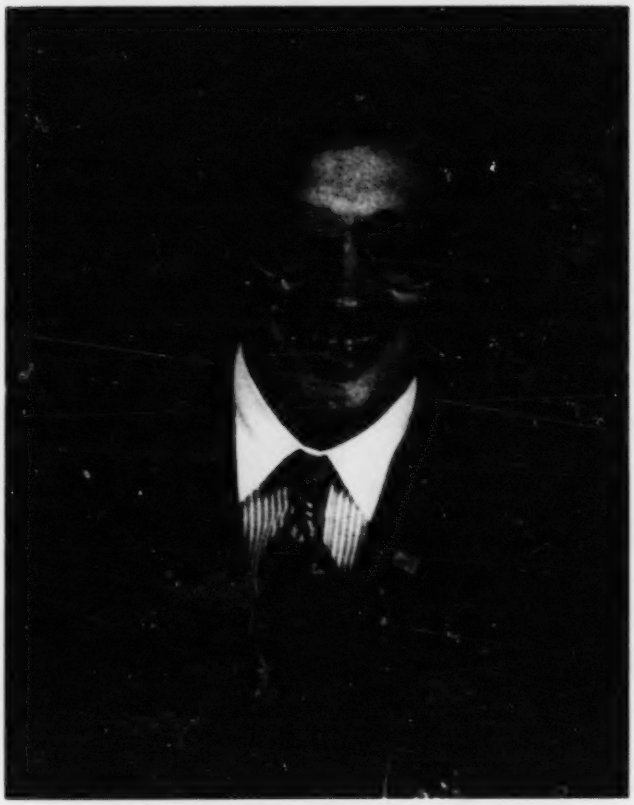
BY INÉS PINTO ALICEA

Jaime Jarrín arrived in this country 43 years ago knowing little English and nothing about baseball. On July 26, the native of Ecuador received the Ford C. Frick Award, the nation's top sports broadcasting award, which puts him in the National Baseball Hall of Fame in Cooperstown, NY.

"It has been crazy," said Jarrín, who for the past 39 years has thrilled Latin American and U.S. Spanish-speaking baseball fans with his in-Spanish play-by-play broadcasts of Los Angeles Dodgers games. "I am still in the clouds. It's a great honor."

The award, presented annually to an individual who has made a major contribution to baseball broadcasting, honors not just him but also Spanish-speaking baseball fans in the United States and Latin America, said Jarrín, vice president of news and sports for the Lotus Broadcasting Corp., the parent company of the Pasadena radio station KWKW.

Jarrín studied journalism at the Central University in Quito and went to work as the official announcer of the Ecuadorian Senate.



Jaime Jarrín, who recently won the Ford C. Frick Award for sports broadcasting

"Highly respected for his ability, knowledge, and superior inflection, the likable broadcaster's name is synonymous with baseball among the sport's continually expanding Latino audience," stated a Hall of Fame release announcing Jarrín's award.

Jarrín said that he became interested in broadcasting when he was 14 and a cousin would take him along to his radio broadcasting job in Quito, Ecuador. In high school, he was offered his first radio job. Later, Jarrín studied journalism at the Central University in Quito and went to work as the official announcer of the Ecuadorian Senate.

"I was always a good reader," said Jarrín, 63. "Every day, my father would have me read newspapers to him for an hour."

At the age of 20, Jarrín decided to move to the United States. He said he was shocked to discover that the little English he knew when he arrived in the United States would not get him far. But that did not deter him; Jarrín worked by day and studied the language at night.

"I was lost at first," Jarrín said.

Soon after he arrived, he was offered a news reporting job for KWKW. While there, he covered the funerals of President John F. Kennedy and Winston Churchill. In 1958, KWKW gained Spanish rights to Dodgers games, and the management at the station tapped Jarrín, who was sports director at the time, to do the broadcasts.

Jarrín said that he knew nothing about baseball and was reluctant to do the job initially but the station's management trusted his abilities so much that he decided to give it a try. He read books, listened to other announcers, watched a lot of baseball games, and then started announcing the Dodgers' games. In his early years, before KWKW could afford to send him on road trips with the team, he listened to fellow Hall of Famer Vin Scully's English broadcasts of the Dodgers' games and translated simultaneously. Scully and Jarrín have spent more consecutive years with the same team than has any other active baseball broadcaster.

Jarrín, whose Spanish Dodger broadcasts are carried by radio stations in southern California, parts of Nevada, and 28 radio stations in Mexico, refers to Scully as "my mentor, my friend, my teacher, the greatest influence of my life."

While Jarrín said he doesn't try to clone Scully, he has adopted a similar style.

"I am not a screamer," Jarrín said. "I try to be impartial. Every day, I pray I see a play with my eyes and not my heart."

But he does have a special place in his heart for the team he's been following for four decades.

"The Dodgers are the finest organization in the field of sports," Jarrín said. "They are a first-class organization. They never interfere with my work or tell me what to say."

The feeling is mutual. Brent Shyer, director of broadcasting and publications for the Los Angeles Dodgers, said Jarrín is the 53rd person affiliated with the Dodgers to be inducted into the Hall of Fame. "He's not just a Hall of Fame broadcaster," said Shyer. "He's a Hall of Fame human being. He is a class individual. For him, it's the culmination of a life-long dream. It's a great honor for the Dodgers to have another individual associated with the Hall of Fame."

Shyer said the Los Angeles Dodgers team was the first in the United States to provide Spanish-language broadcasts of its games. "This award re-emphasizes the commitment the Dodgers have had that the Latino community is an integral part of Dodgers' fandom," Shyer said. "The Dodgers get tremendous support from the Latino community."

The Frick award, named for a sportswriter, radio broadcaster, baseball commissioner, and National League president, is given annually. Baseball writers select the annual recipient, whose name is placed on a plaque hung at the Hall of Fame museum. Hall of Fame honorees include players, team managers, executives, sports writers, and umpires.

"It's the ultimate award," Shyer said. "Your name will always be a part of history."

Jarrín is no stranger to recognition. Ecuador honored Jarrín with its highest award to non-military personnel, *La Orden Nacional al Mérito .en el Grado de Gran Comendador*, in 1992, and in 1990, *Hispanic Business* Magazine named him one of the 100 most influential Hispanics in the United States.

Those who know him say that all of the awards are well-deserved. Jarrín has become a celebrity for all of his work and efforts to reach Spanish-speaking audiences. While broadcasting the 1997 World Series to Latin America, he had an audience of more than 30 million, and his Spanish broadcasts were carried by 365 stations from Mexico to Chile. It was his 16th World Series. At the 1984 Los Angeles Olympics, he was in charge of all Spanish-language radio coverage.

In 1981, he served as translator for baseball player Fernando Valenzuela when Fernandomania hit the nation. Jarrín recalls visiting the White House with Valenzuela and meeting then Vice President George Bush.

Jarrín described Valenzuela as a "19-year-old chubby kid from Mexico."

"And here were these world leaders standing in line to shake his hand and get his autograph."

Jarrín, the second Latino to be inducted into the broadcasters' Hall of Fame, said that several other very deserving Latinos should have been nominated to the Hall of Fame before his nomination, but he added that "Latinos are slowly getting more recognition" for their contributions to society.

Jarrín tells young people interested in pursuing a sports announcing or broadcasting career simply to stay in school. It's a message he repeated often to his three sons as they grew up and one that he repeats to his young fans who want to follow his career.

"If you want to reach places, study hard and prepare yourself. Then put 110 percent of yourself in whatever you do."

Jarrín tells young people interested in pursuing a sports announcing or broadcasting career simply to stay in school. It's a message he repeated often to his three sons and one that he repeats to his young fans.

"But if you come to this country, you have to learn English because this is the language of this country. It's beautiful to be bilingual."

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AUGUST 14, 1998 • $3.75 http://www.HispanicOutlook.com **VOLUME 8 • NUMBER 25**

THE HISPANIC Outlook IN HIGHER EDUCATION

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.
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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

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Cover Photo: Courtesy of Randolph-Macon Women's College

A CAPITOL VIEW

A Turning Point in Dropout Dilemma

BY GUSTAVO A. MELLANDER

The Clinton administration has developed a far-reaching strategy to lower an "unacceptable" Hispanic school dropout rate in the United States that far exceeds the rates for both Whites and Blacks.

The strategy responds to studies performed by the U.S. Department of Education's Hispanic Dropout Project, the president's Advisory Commission on Educational Excellence for Hispanic Americans, and the Congressional Hispanic Caucus.

The Facts

Studies by all three groups showed that Hispanic students are among the most educationally disadvantaged of all population groups attending the nation's schools.

While the school dropout rate for Whites fell from 12.5 percent in 1972 to 10.5 percent in 1994, and while the rate for Blacks was down even more impressively from 21 percent to 12.6 percent, the rate for Hispanics has hovered in the 30 to 35 percent range throughout the period, according to the studies.

Many are concerned about the implications for the United States early in the 21st century, when Hispanics are projected to become the country's largest ethnic minority.

"If our country stays on its current path," says one of the studies, "the low rate of Hispanic school completion means that a large segment of the country's soon-to-be largest minority group will be underprepared for employment, for making personal choices, and for engagement in civic life as is required for this democracy to grow and adapt as the founders intended it to. Dropouts diminish our democracy, our society, and their own opportunities."

The administration intends to provide in 1998: $7.8 million in grants to states and municipalities to boost skills of 630,000 Hispanic students and others lacking English skills; $150 million to help local education agencies teach 500,000 immigrant children and youths; $305 million toward educating children of migrant workers; $18 million to higher ed institutions and local agencies to train 2,000 teachers in ESL or bilingual education.

Suggested Programs

With the Department of Education serving as the lead agency, the plan to address these problems ranges from equipping the nation's teaching force to deal with increasing numbers of bilingual students and those with limited English proficiency, to instituting a program of research that can report on the best teaching practices. It also includes new ways to help families pay for college and additional training.

Among its many initiatives, the administration intends in 1998 to provide $7.8 million in grants to states and municipalities for programs to boost the skills of about 630,000 Hispanic students and those lacking English skills through a variety of supplementary education services, such as extended learning time and in-classroom support.

The program will help Hispanic students to learn English and will train teachers to serve students with limited English proficiency. The Education Department says that many school districts do not have sufficient numbers of trained teachers to meet the educational needs of Hispanics and those who lack English skills.

The administration intends to provide $150 million in 1998 to help local education agencies provide high-quality instruction to about 500,000 immigrant children and youths so that they can effectively make the transition into U.S. society.

Another $305 million will go to meet the needs of children whose parents are migrant workers, a group that includes many Hispanics.

Another goal is to decrease class size in the first three grades to an average of 18 students. This will enable children in poor districts to get more individualized help from their teachers.

Higher Education

Some $18 million will also be awarded in 1998 to higher education institutions and local education agencies to train 2,000 teachers. They will be trained to earn either certification or graduate degrees in English as a Second Language or bilingual education.

The program seeks to attract excellent teachers to high-poverty Hispanic communities by offering scholarships and other support services for those who commit to teaching in those communities for three years.

Finances

The studies indicate that Hispanic students who graduate from high school appear to be in a good position to continue their education and acquire the skills to succeed in the labor market.

Hispanics who achieve a bachelor's degree earn between 63 and 108 percent more than do Hispanics who graduate from high school and do not pursue further education. Responding to these numbers, the administration proposes for fiscal year 1999 some $7.6 million in Pell Grant federal student financial aid to benefit more than 500,000 Hispanics.

Secretary of Education Richard Riley told *Hispanic Outlook* that he intends to place special emphasis on keeping many more young people in school "and this is especially true of Hispanic Americans."

The United States, he said, "has had many chances in the past to come to grips" with the nation's high Hispanic dropout rate, "and we simply have not done a very good job." The administration's budget for fiscal year 1999, he said, will mark a "turning point" in addressing this issue.

Riley pledged that the administration will "follow through" on programs to give Hispanic young people "many new avenues to gain a higher education."

Dr. Mellander is a professor at George Mason University. HO

Randoph-Macon Professor Scores NASA Breakthrough

Latina Chemistry Professor Recruits Students to Help Analyze Data

BY JIM COX

When Luz Marina Calle, professor of chemistry at Randolph-Macon Woman's College, was first chosen to participate in the NASA Summer Faculty Fellowship program at the Kennedy Space Center in 1989, she was one of an elite few who made the cut. Nine years later, her breakthrough research at NASA has proven that her selection was a wise choice.

Professor of chemistry Luz Calle (left) and student Terrie Luong

> ***"It typically takes many years. I was able to find a method by which we can find out in three or four weeks."***
>
> **LUZ MARINA CALLE, CHEMISTRY PROFESSOR, RANDOLPH-MACON WOMAN'S COLLEGE**

Calle, a Colombian native, developed a procedure that allows the paints and coatings used at the space shuttle launch pad to be tested in a matter of weeks rather than over a period of several years, as was the case with the former method. Her previous research with corrosion-testing of materials led to the replacement of the metal alloys used in launch pad fueling hoses.

The coatings must function in an extremely corrosive environment, due not only to the salt air of the Atlantic Coast but also to the high-temperature exhaust produced by the massive thrusters aboard the space shuttle's external fuel tank.

"It typically takes many years to test the paints that are used at the site," Calle explained. "They paint a panel and expose it to the environment in which it is used. It takes up to five years to test. I was able to find a method by which, in the lab, we can find out in a matter of three or four weeks whether a paint or coating is going to perform in the atmosphere of the launch pad."

This discovery garnered Calle her second certificate of recogni-

tion from NASA. Hanging on the wall above her desk, it recognizes her for the "evaluation of inorganic zinc-rich primers (ZRPs) using electrochemical impedance spectroscopy (EIS) in combination with atmospheric exposure."

Calle also involves her students at Randolph-Macon Woman's College in the research process, thus exposing them to real-world applications of science.

"Our chemistry seniors have to do a research project to graduate. I have been able to work with some of those students in analyzing the data I gather," she said. "What takes time is analysis of the data." The students use special computer programs to help her examine the information she brings back from Cape Canaveral.

For someone who has wanted to be an astronaut since she was a child, working with the space program is a fantasy turned into reality. But teaching remains an important part of her life's work.

"I really like what I am doing. I really enjoy the contact with students, helping them in their intellectual development. It's very different from the environment at NASA. When I'm there, I really enjoy the opportunity to do research. I'm getting the best of both worlds, plus I'm around a different group of people. They're highly technical, not academic at all."

Calle is currently working with students on a project that includes background research on ways of manufacturing oxygen on Mars.

Founded in 1891, Randolph-Macon Woman's College is a private, four-year liberal arts and sciences college located in Lynchburg, Virginia, in the foothills of the Blue Ridge Mountains. HO

Calle is currently working with students on a project that includes background research on ways of manufacturing oxygen on Mars.

Luz Calle involves her chemistry students at Randolph-Macon in her research projects.

"I really enjoy the contact with students, helping them with their intellectual development."

Defining *Latinidad*

Collapsing the Walls of Latinismo

BY MICHELLE ADAM

What does it mean to be Latino? Who is considered Latino? When we talk about Latinos, do we include under that umbrella the entire North and South American continents as well as Spain and other Spanish-speaking countries?

And do Latino similarities outweigh the differences within this diverse group?

Last fall, at the University of San Francisco, these questions filled an entire auditorium and adjoining rooms during the Hispanic Cultural Locations Conference. And what became evident, as 400 intellectuals from a dozen academic disciplines, 35 states, and more than 12 countries gathered there, was that a weekend was barely enough to begin exploring an identity as ambiguous as that of *Latinidad*.

Minds spun as they tackled subjects as varied as the state of welfare to literature in the arts. Iris Zavala, Puerto Rican writer and keynote speaker, urged conference goers to "collapse the walls to discover what Latinismo is," to recognize the need for Latinos to find their place in the modern world, and to define their political identity at all levels of discipline.

"This is the first time that people from different disciplines came together to discuss our common reality," said Gerardo Marín, USF Associate Dean of Arts and Sciences.

It was a rare occasion for so-called "Latinos" from across continents, borders, and academic disciplines to gather and define their own culture, their own identity. And it was only the beginning.

Soon after the conference ended, the university began planning for CELASA, Center for Latino Studies in the Americas. In December, the official formation of the center was announced. "What we saw at the conference was that

Four hundred intellectuals from a dozen academic disciplines, 35 states, and more than 12 countries gathered to explore the ambiguous identity of Latinidad.

In this picture from left to right: Eduardo Mendieta, Jorge Gracia, Roberto Goizueta, Enrique Dussel, and Betita Martinez there was a need to bridge the gap between Latin American scholars and Latinos in the United States," said Marín, who is also serving as the center's director.

"What we are trying to identify is what unites us. The center wants to contribute...."

According to Michael Stanfield, USF assistant professor of Latin American History, this will be one of only a few centers nationwide dedicated to bridging scholarly communication between Latin Americans and Latinos in the United States.

"We are setting up a center to cross borders," said Stanfield. "It has either been border issues at a center for Latin American Studies or Ethnic Studies north of the border."

The center's goal is to contribute to the understanding of Latino communities in the United States and throughout Latin America, as well as to promote scholarly communication across national boundaries. In particular, the center will foster the interdisciplinary analysis of the social, political, cultural, and educational realities of Latin Americans and Latinos in the United States.

Iris Zavala, Puerto Rican writer and keynote speaker, urged conference-goers to "collapse the walls to discover what Latinismo is," to recognize the need for Latinos to find their place in the modern world, and to define their political identity.

"We will look at the process of acculturation, why it changes, how it changes, and how we adapt," said Marín.

Pedro Lange Churion, organizer of the Cultural Locations Conference and Professor of Latin American Literature at USF, was excited by the opportunity to share cultural information across disciplines.

"In academia, we are so concerned with our particular disciplines that we fail to see what others are doing," said Churion. "We can be conscious of different angles that help lucidate our culture."

He also realized the challenge the conference and center faced in finding common ground.

"Even within the United States, the notion of ***Hispanic*** is very diverse," said Churion. "And Latin Americans think of themselves along national lines as well," he said. Churion, who is from Venezuela, shares a far different reality from U.S.-born Latinos from other heritages and classes.

Despite differences, Gerardo Marín, who was raised in Colombia, considers the opportunity of dialogue among Latinos hopeful.

"Despite the differences in history and tradition, there is still something that unites the group," said Marín. He described that something as a similar outlook on human relations–the importance of building positive interrelations and placing family first on the agenda.

"The conference allowed me to listen to philosophers and other academics, and say, 'we are saying the same things,'" said Marín.

Challenged with a similar question, Eduardo Mendieta, conference organizer and USF professor of philosophy, gave a more detailed response.

"What holds us together? Language, a certain cultural homogeneity, which is the product of religious identity... cultural mores such as family, history of colonialism and independence," he said.

Iris Zavala, Puerto Rican writer and keynote speaker.

CELASA will serve as a center for dialogue in several thematic areas: Cultural Studies, Literature, and Literary Criticism; Cultural,

Eduardo Mendieta

Ethnic and Political Identities; Environmental and Economic Justice; and Contemporary Social Issues/History, Religion, and Culture. It will also provide logistical support for scholarly activities developed by faculty, staff, and students at USF that deal with Latinos in the Americas, including research projects, the development of audio-visual and bibliographic archives, and the holding of special cultural and academic events.

Other pursuits the center will support include an exchange program with Jesuit universities in Mexico, a local high school and middle school outreach program, a weekly cultural talk-radio program in Spanish, weekly literature readings and film reviews, art exhibits, marathon readings, as well as presentations by Latino and Latin American authors and scholars.

Although some of these functions existed before the establishment of CELASA, the center serves as a stronger umbrella for academic and research support.

CELASA will serve as a center for dialogue in several thematic areas: Cultural Studies, Literature, and Literary Criticism; Cultural, Ethnic, and Political Identities; Environmental and Economic Justice; and Contemporary Social Issues/ History, Religion, and Culture.

As Marín described, in each area of concentration, whether in environmental justice or sociology, the center will plan conferences and support students, scholarly exchange, and research for specific academic investigations.

"It's putting every thing together under one umbrella…and also being able to do new and creative activities that did not have central support," said Marín.

USF has a unique commitment to the exploration of Latin culture because of its Spanish Jesuit roots, said Marín, who considers it imperative that the university provide information "to reflect the historical relations the Jesuits had with the Spanish culture."

The cultural locations conference shed light on the growing scholarship among Latinos. The center is intended to increase that growth.

"Many of the problems we have in developing a Latino scholarship movement exist across disciplines," said Marín. Although the small numbers of graduates nationwide limit Latino contributions to academia, there is also little significance given to Latino academic efforts, he said.

"Tenure doesn't value ethnic minority research," said Marín. During the conference, Latinos across disciplines finally had an opportunity to share their work. This was an invigorating change from 10 years ago when fewer Latinos were influencing academic thought.

"It was tremendously validating seeing a lot of people doing scholarly work. The quality of the speakers was really unusual," said Marín. "There is a realization that we have tremendous strength."

CELASA will exchange cultural research and information through the publication of books, journals and the Internet (www.usfca.edu/celasa) and will engage in joint ventures with other Latin American universities, as well as the immediate San Francisco community. Another major conference has been scheduled in three years, as well as two or three smaller conferences each intervening year.

Perhaps the center will serve as a place to define and assist the development of a new Latinismo. "What became clear is that Hispanicity if so diverse…that perhaps we are seeing the birth of something new," said Churion. "Hispanicity in the United States is bringing about a new culture."

Stanfield described a shared Latinismo that could one day have greater influence on this hemisphere and the world: "The United States is an example of a reality constructed around impersonalities… around individuals and angst. In Latin America there is another frame of reality that is connected to storytelling…with land and family–that makes reality richer and broader."

These values serve as a point of departure for building a new Latinismo–one that the center will nurture into a unified voice across academic disciplines and continents.

Student at a book signing

Amazing Mayaguez

Hard Science, High Retention, and Lots of Women

BY NELLY MELLANDER AND
GUSTAVO MELLANDER

Puerto Rico, an easternmost island of the greater Antilles, is well located to serve as an education bridge between Latin America and the United States. The island seized that challenge early this century and now enjoys a web of independent and public universities offering access to higher education. Tens of thousands have been trained in virtually every known academic discipline and profession.

Mayaguez: University of Puerto Rico

The publicly supported University of Puerto Rico, established in 1903, has spawned education centers throughout the island. One, the University of Puerto Rico at Mayaguez, has long been considered an outstanding research and science-oriented institution.

Mayaguez is one of the few universities to be designated a land grant, space grant, and sea grant institution.

Fully accredited by the Middle States Association of Colleges and Universities, it is accredited too by a broad range of professional entities.

Its English-Spanish bilingual environment, with immersion programs in both languages, provides versatility and rare opportunities.

Located in the western part of the island, it has some 12,000 undergraduates and offers 16 Bachelor of Science degrees in four major colleges: Engineering, Arts and Sciences, Agriculture, and Business Administration. Another thousand students pursue graduate studies.

"Hard science" programs have long been a mainstay at Mayaguez. In 1994-95, 60 percent of undergrads were science, mathematics, or engineering majors. Mayaguez is thus a major contributor to Puerto Rico's engineering community.

Majestic Department of Chemistry Building Mayaguez Campus University of Puerto Rico

Dr Juan López-Garriga (foreground) Science demonstration at local elementary school.

The student body includes many top high school achievers. Every year, some 5,000 high school seniors apply, of whom about 2,000 are admitted.

"Hard science" programs have long been a mainstay at Mayaguez. In 1994-95, 60 percent of undergrads were science, mathematics, or engineering majors. Mayaguez is thus a major contributor to Puerto Rico's engineering community.

More than a third of its graduates earn engineering degrees. Many of them remain on the island, but a considerable number migrate to the mainland. NASA, for example, employs more than 400 Mayaguez engineers on a variety of projects.

In an age when females are underrepresented in science, math, and engineering throughout the nation, Mayaguez boasts a student body that is 50 percent female. An enviable achievement at any university, it is particularly significant in a Hispanic society, a tribute to the professors and administrators who years ago decided to actively recruit more female students.

High School Science Teacher in "Science on Wheels" program.

Chemistry Department

The newest building on campus is the imposing 200,000-square-foot, multi-level, fully-equipped Chemistry Building. Inaugurated in 1996 and strategically located on a rolling hill, it is a magnet that will soon be complemented by new Biology and Business Administration buildings.

Founded in 1948, the Department of Chemistry started with a faculty of ten and served approximately 200 students from the schools of Engineering and Agricultural Sciences. Since then, its own fully certified Bachelor of Science in Chemistry has graduated some 800 majors.

The department also provides service chemistry courses for more than 7,000 students each semester. That figure represents nearly 50 percent of all chemistry classes taught throughout the island-wide University of Puerto Rico system.

Led by the committed Dr. Sylvia M. Pirazzi, the department is focused not only on graduating professional chemists but also on exploring new options for students yet to be accepted. Environmental Chemistry, Biochemistry, and Chemibusiness are presently being developed to provide unfolding opportunities.

Dr. Pirazzi told *Hispanic Outlook* that she was particularly pleased that nearly 100 percent of her graduates are either quickly employed or accepted at superior graduate schools. She has supported interdisciplinary research programs to build a foundation for a proposed Ph.D. in Applied Chemistry.

Science on Wheels

Why do so many outstanding students choose to study chemistry at Mayaguez? There are many reasons. A dedicated faculty actively involved in research but also committed to superior classroom teaching. An extremely high student completion rate. And the virtual guarantee of a good job upon graduation.

The department also conducts a pro-active, indeed aggressive, outreach program to introduce thousands of elementary and high school students to the excitement and pleasures of science.

One of its umbrella programs, Science on Wheels, is the brainchild of a dynamic professor, Dr. Juan Lopez-Garriga, himself a holder of a baccalaureate from Mayaguez. Funded by the chemistry department and sources such as AMOCO, Pfizer, and NASA, the Wheels program has four overarching goals to create linkages between the university and the island's K-12 students.

They are: to demonstrate experiments that might be incorporated into K-12 science classes; to train teachers in GLOBE Program projects (Global Learning and Observations to Benefit the Environment), with activities and protocols focusing on Soils, Atmosphere, Hydrology, and Land Cover; to interest students in science; and to help integrate student and faculty development in science programs, improve their communication techniques, and introduce them to the world of satellites.

Teachers Workshops

College students trained by Dr. López-Garriga use common household materials in demonstrating experiments that are easily replicated. Hundreds of teachers have been trained and encouraged to count upon the university as a caring and knowledgeable partner.

Science Demonstrations

The Science on Wheels program has an equipped van that travels to schools throughout the island, introducing, in the last four years, close to 9,000 students and 755 teachers in nearly 100 schools to what Dr. López-Garriga has dubbed the "science phenomena."

Demonstrations have included hands-on experiments with dry ice, liquid nitrogen, combustion, polymers, and chemical reactions that involve color changes.

GLOBE Program

Mayaguez also sponsors GLOBE, a worldwide science and education program coordinating students, teachers, and scientists to study and understand the global environment. Four thousand schools in 55 countries participate, including at present 24 in Puerto Rico.

Students conduct experiments and record observations ranging from basic weather parameters such as temperature, atmospheric pressure, and precipitation to more sophisticated measurements such as water chemistry, biodiversity, and biomass assessment.

Vice President Al Gore, a leader in promoting GLOBE, told *Hispanic Outlook*, "GLOBE offers new opportunities for students to understand and appreciate science while at the same time becoming actively involved in protecting our fragile world."

Dr. López-Garriga hopes that his program can serve as a model and be replicated throughout the nation. More information about it is available through a visit to this home page: <http://sonw.upr.clu.edu>.

Research and Development Center

Mayaguez has long been a leading player in the island's economic and technology development. Established in 1911, the campus worked early on with the island's predominant agricultural industries. As Puerto Rico industrialized, the university's teaching, research, and consulting capabilities helped create the infrastructure and support that is today's Puerto Rico.

Industry grants, equipment donations, and research contracts accelerated after World War II. Government support, both federal and commonwealth, and a focused mission helped Mayaguez acquire an impressive and very modern physical plant. Recognized throughout Latin America as a leader, its library has the best collection of scientific and technical books as well as periodicals. Its computer research service accesses more than 350 databases on the U.S. mainland.

The computer facilities at Mayaguez are the most powerful and versatile in Puerto Rico and constitute a formidable research vehicle. Its computing capacity and ongoing collaboration through networking provide rapid international cooperation.

Research and development at Mayaguez took a big step forward in 1986 when a specific center was created. It is semi-autonomous and committed to helping all scholars and researchers, as well as the island's private sector.

Its director, Dr. Manuel L. Hernández-Avila, told *HO* that the careful coordination of many sectors has increased the university's scholarly research, research that has been richly funded by the National Science Foundation and by NASA, $45 million and $6 million respectively. He was particularly pleased to note that the center continues to increase its external funding every year, thereby providing scholars, students, and the general public with opportunities and results that would not otherwise be possible.

Puerto Rico Space Grant Consortium

Always looking ahead, the Mayaguez campus is intimately involved in space age programs and research. Dr. Juan G. González-Lagos, director of the consortium, told *Hispanic Outlook*, "We are determined to not only encourage research among scholars–we also want to share our love for science with youngsters."

True to those goals, the consortium has received several NASA Space Grants. One funds science education orientation programs that reach out to local schools. Another, a $5 million, five-year program, funds research on such topics as the interaction of sea and land masses and the atmosphere.

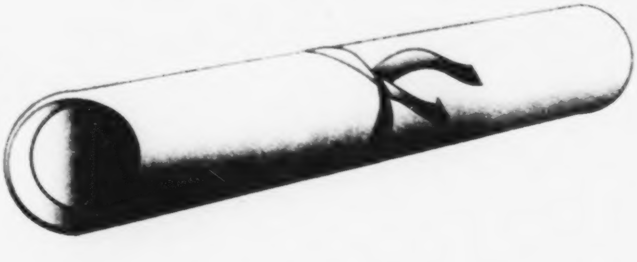
Mayaguez students have served internships at various U.S.-based science centers. A cooperative program has been developed with the world-famous Arecibo radio wave observatory to study atmosphere turbulence.

And a Resource Center for Science & Engineers has been created at Mayaguez–an umbrella program uniting universities through the island. One of the projects undertaken is to attack the high dropout rate in many science programs. Successful strategies employed by other universities are studied and adapted where possible.

Puerto Rico might seem lucky to have a world-renowned science and technology institution of higher education. But luck had very little to do with it. Many visionary, dedicated scientists and non-scientists, on and off the island, made it happen.

The Mellanders are professors at George Mason University.

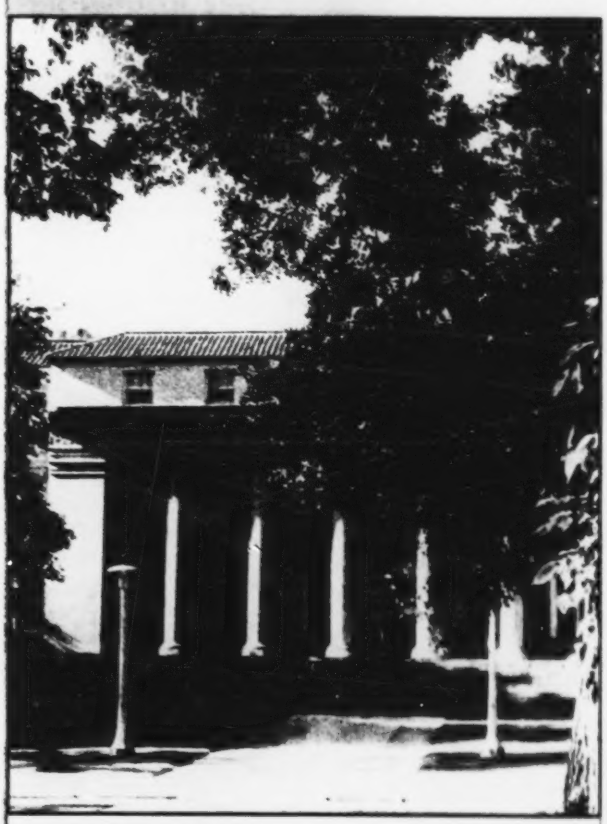
The Honor Roll



Colorado State University

New Center to Research American Ethnicity

BY ROGER DEITZ



Colorado State University Administration Building

Did you know you can celebrate Cinco de Mayo in Northern Colorado, at the western edge of the Great Plains and the base of the Rocky Mountains? It's a popular annual event. For the past 16 years, students at Colorado State University and the residents of Fort Collins have joined to mark the fifth of May with a week-long dynamic blend of music, color, great food, poetry, and history at the school's Lory Student Center, West Lawn, and Sutherland Garden. "The celebration of this festival provides an excellent opportunity for educating and sharing the cultural diversity in the Fort Collins and Colorado State University communities," says Rich Salas, the committee director. "The event offers a positive experience that works toward better relations within our communities." Students, staff, and faculty make up Colorado State's Cinco de Mayo committee that plans the event. This year, the committee added many inclusive campus activities. "It's not just for Latinos, Chicanos, or Hispanics," Salas stresses. "It's for everyone to learn about history and culture."

Celebrating this significant landmark in Mexican history, when 4,000 outnumbered young Mexican soldiers in Puebla successfully defended their capital city against the French, has remained a source of pride and inspiration. Today, Colorado State is a proud and inspiring place for celebrating diversity and learning about all cultures. This Honor Roll celebrates Colorado State University and the lesson of the battle of Puebla–that hard work and perseverance can overcome even the greatest obstacles.

President Albert Yates says, "At Colorado State University, diversity is a charge we have accepted to seek ways to make our institution stronger and to enhance our responsiveness to the society we serve. It is a charge that obligates us to provide the necessary support to help all of our students have a positive college experience." Admissions Director Mary Ontiveros concurs, noting, "As the state's land-grant university, Colorado

Dr. Albert C. Yates, President, Colorado State University
Chancellor, Colorado State University System

Honor Roll Facts in Brief

INSTITUTION:
Colorado State University

LOCATION:
Office of Admissions
Spruce Hall
Fort Collins, CO 80523-0015
(970) 491-6909

ESTABLISHED:
1870

ENROLLMENT:
22,344 (18,451 undergraduate, 3,361 graduate, 5,332 veterinary students)

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Professional–Veterinary Medicine

ANNUAL TUITION:
$2,925 resident undergraduate tuition and fees

NUMBER OF FACULTY:
1,385

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Bioagricultural Sciences and Pest Management
Consumer Science
Equine Science
Horticulture
Technical Journalism
Ornamental Horticulture
Restaurant and Hotel/Motel Management
Travel and Tourism

INTERNET (Website) ADDRESS:
www.colostate.edu

State's mission is to serve all people. We are committed to assuring educational access and opportunity." President Yates is pleased that the university has made progress in increasing the representation of people of color on the faculty and staff and in the student body. He points out that CSU recently launched a Center for Applied Studies in American Ethnicity to support research and instruction related to issues involving people of color, and that the school's Advocacy Program serves as a model for other institutions. In the last few years, the university has achieved all-time highs in the numbers of diverse students and faculty. "But in truth," President Yates suggests, "diversity is not about numbers. It is about people–about the talents, energies, hopes, and dreams of young people that too often have gone untapped, undeveloped, unrealized. At Colorado State, we are working to harness those resources, to give all people a chance to become contributing, productive citizens–citizens who are prepared to assume leadership roles in the decades to come."

Colorado State University is not only a land-grant institution but a space grant institution and a Carnegie Class I Research University. It consists of eight colleges, 56 academic departments, the Agricultural Experiment Station, the Cooperative Extension, and the Colorado State Forest Service. The institution was established in 1870 as the Agricultural College of Colorado. Old Main, the first classroom building, opened its doors in 1879 to a first-year-student class of 19. The first commencement had three graduates in 1884. (Since then, the university has conferred more than 100,000 bachelor's degrees and 33,000 advanced degrees.) The faculty first approved a curricular change stressing science and liberal studies requirements in 1907. In

1935, the school became the Colorado State College of Agriculture and Mechanical Arts, or Colorado A&M. It was designated Colorado State University in 1957.

Situated in Fort Collins, 65 miles north of Denver, the school is at the foot of the picturesque Rocky Mountains and near several of Colorado's most beautiful recreational areas, including the Poudre River, the Roosevelt National Forest, and Rocky Mountain National Park. The CSU campuses cover 5,612 acres in Larimer County, including the 638-acre main campus (which includes 107 acres for the Veterinary Teaching Hospital), the 1,730-acre foothills campus, the 905-acre agricultural campus, and the 1,192-acre Pingree Park Mountain Campus. CSU also has 3,993 acres of land for research centers and Colorado State Forest Service stations outside of Larimer County. There are Cooperative Extension offices in 57 Colorado counties.

Last fall's enrollment numbered 22,344 on-campus students from every state and 91 foreign countries. This included undergraduate, graduate, and veterinary students. Colorado residents make up about 76 percent of the total enrollment, and 10.8 percent of students with United States residency are ethnic minorities. 264 CSU students are Native American, 318 African American, 1,123 Hispanic, 775 International, and 640 other ethnic minorities. On average, entering first-year students rank in the 75th percentile of their high school graduating classes, bring a 3.46 grade point average, and have an average ACT composite score of 24 or SAT combined score of 1,110. CSU employs 1,385 faculty members, 990 of whom are on regular tenure-track appointments. Of these tenure-track faculty, 88 percent hold doctorates. The ratio of full-time enrolled students to tenure-track instructional faculty is 20 to 1. The ratio of headcount students to all faculty is 17 to 1.

Total research expenditures at Colorado State University in 1996-1997 were $134,812,851, of which $48,799,050 were non-federal and $86,013,801 were federal.

In the arts, CSU presents more than 300 performances, exhibits, and other art events each year, many of them free to students and community residents. Facilities include the Hatton Gallery, the Curfman Gallery, the Music Concert Hall, and the Lory Student Theater.

In the arena of sports, CSU is a member of the National Collegiate Athletic Association (NCAA) at the Division I level and the Western Athletic Conference. The Rams field teams in 15 intercollegiate sports. Athletic facilities include Hughes Stadium and Moby Arena. The CSU Rams football team triumphed at last year's Holiday Bowl game in San Diego.

For Hispanic students, El Centro is a counseling center, second home, and all-around student services facility that offers a full range of programs to benefit Hispanics. It is also a place for "members of the university and local communities interested in learning more about the histories and cultures of Chicanos, Hispanics, and Latinos."

CSU's fall enrollment totaled over 22,300 students from the 50 states and 91 countries

In addition to offering academic, personal, and social counseling and assistance with transitions to CSU, the center offers academic workshops; financial guidance; resume development; community outreach; a well-stocked library of books, periodicals, and films; a conference room and lounge in which students study and conduct meetings; and referrals to other campus offices. Students are encouraged to participate in a variety of programs, including Visit Days for area Hispanic high school students who want to learn about CSU; Freshman Orientation, to acquaint new students to the university; and *La Voz Estudiantil*, El Centro's newsletter for students and alumni. There are also cultural and educational events; a Peer Assistant Program; Achievement Awards Ceremony; a Math, Science, and Technology Day; and Triunfo Tutoring Program.

Last February, the 1997-98 First-Generation Award Recognition Dinner honored 268 award recipients and their families as part of Colorado State's First-Generation Scholarship Program. Distinguished First-Generation Scholar honors were conferred on Brigette Bustos, James Gonzáles, Angela Gwynn, Dianne Holland, Tae Nosaka, and Ramón Pérez. The special event celebrated both academic and personal achievements of first-generation students and demonstrated CSU's commitment to encouraging students from all backgrounds to complete their education.

CSU created the First Generation Award Program 13 years ago to promote diversity within the university's student population. Since 1984, the program has awarded $7.03 million to 1,122 participants. This past school year, the program awarded a total of $766,000 to 268 students, including 79 first-time award winners along with 189 scholarship renewals. James Gonzáles, a graphic arts senior in the College of Liberal Arts, credits the First Generation Award with bringing him to Colorado State. He said that the financing of a college education was daunting to his family, but the challenges of the college experience were even greater.

"The First Generation Award has really provided the stability I needed in college," says Gonzáles. My parents have been a wonderful support system, but because they haven't gone to college, they just can't answer some of the questions I've had about the whole process. The scholarship gave me a chance to really experience student life and provided the resources to understand what I needed to do to excel."

Academic Career Benchmarks by Ethnicity

The Outlook in Florida's Community Colleges

BY PATRICIA WINDHAM
The author is Director of Educational Effectiveness and Research Florida State Board of Community Colleges

The number of degrees and awards produced by the Florida Community College System (CCS) continues to increase. The Associate in Arts (A.A.) degree remains the primary award of the CCS, but in response to the job market's demand for skilled labor, the Associate in Science (A.S.) degrees and certificates awarded is increasing faster than is the A.A.

In 1992-93, the CCS granted 23,115 A.A.s, the degree normally sought by students wishing to transfer into the State University System. By 1996-97, this had increased by 9.8 percent to 25,380.

The Associate in Science, the other degree granted by the CCS, is traditionally known as a terminal degree since it prepares individuals for the world of work rather than transfer. In 1992-93, the CCS granted 8,120. By 1996-97, this number had risen by 18.8 percent to 9,645.

The CCS also grants certificates. These take less than two years to earn and provide specific technical skills. Some are the first step toward an A.S. degree. In 1992-93 the CCS granted 9,487 certificates. By 1996-97, this number had increased 26.8 percent to 12,034.

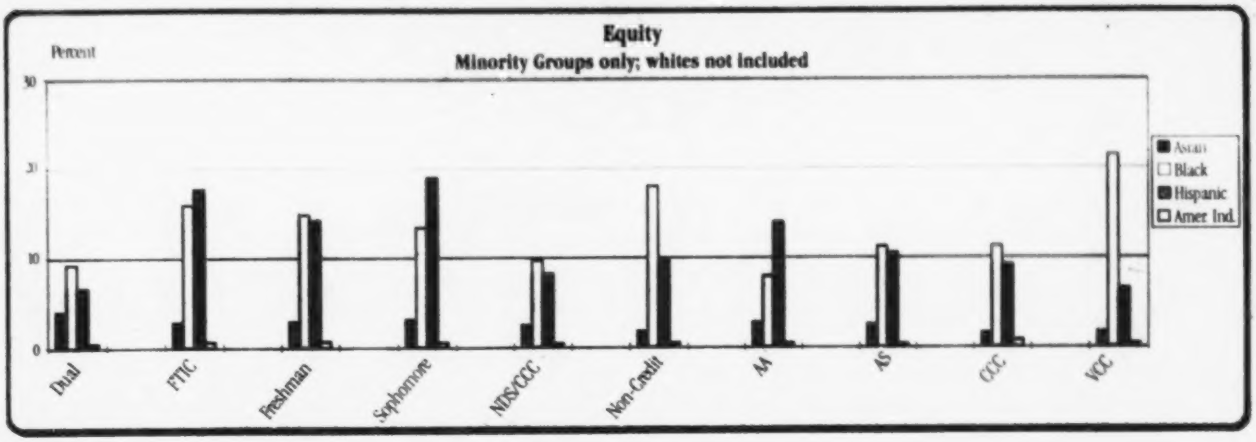
Minorities are also benefiting from this trend. In 1992-93, the number of minority program completers totaled 8,593. By 1997-97, this number had increased by 48.7 percent to 12,781. Separating this into the standard ethnic groups revealed increases for Blacks from 3,540 to 5,278 (+49.1 percent), for Hispanics from 4,129 to 5,831 (+41.2 percent), for Asian/Pacific Islanders from 761 to 1,403 (+84.6 percent), and for American Indians from 163 to 269 (+65.0 percent).

In 1992-93, the number of minority program completers totaled 8,593. By 1996-97, this number had increased by 48.7 percent to 12,781.

Florida Community College Students

Academic Career Benchmark Percentages- Fall 1995

Ethnicity	Dual	FTIC	Freshman	Sophomore	NDS/CCC	Non-Credit	AA	AS	CCC	VCC
Asian	3.95	2.78	2.84	3.09	2.41	1.73	2.67	2.45	1.52	1.62
Black	9.21	15.88	14.81	13.36	9.62	17.94	7.91	11.17	11.20	21.39
Hispanic	6.61	17.67	14.14	18.92	8.19	9.60	13.95	10.46	9.13	6.46
Amer. Ind	0.44	0.63	0.67	0.53	0.40	0.46	0.42	0.32	0.76	0.36
White	79.59	62.93	67.41	64.01	79.23	68.90	74.96	75.48	77.39	70.06
NR	0.21	0.11	0.14	0.10	0.15	1.37	0.09	0.12	0.00	0.11
N=	**17,846**	**46,051**	**96,142**	**120,434**	**54,923**	**115,944**	**6,965**	**2,533**	**920**	**3,591**


Equity

Minority Groups only; whites not included

KEY: FTIC - First Time in College
NDS - Non Degree Seeking
CCC - College Credit Certificate
VCC - Vocational College Credit

ALL Doc: ACADBMRK.XLS S1, rev. 9/8/97

Comparison on Benchmarks

In spite of these impressive gains in the total number of awards earned by minority students, a comparison of the percentage distribution of the major ethnic groups at different points in an academic career shows that not all groups are progressing consistently. The following discussion will mainly focus on a comparison of White, Black, and Hispanic percentages. The percentages for American Indians are so small that comparative analyses are difficult. Asian students also represent a small percentage of the student body. Because of the small percentages and fairly stable proportion, this ethnic category is not discussed at each benchmark.

Dual enrollment has the largest percentage concentration of majority students of any benchmark considered. The Fall 1995 dual enrollment students were almost 80 percent White, nine percent Black, and seven percent Hispanic. The public school enrollment for 11th and 12th graders in 1995 was 59 percent White, 23 percent Black, and 15 percent Hispanic.

The distribution of First Time In College (FTIC) students closely mirrored both previous-year high school graduates and the state as a whole. The FTIC distribution was 63 percent White, 16 percent Black, and 18 percent Hispanic. The 1994-95 public high school graduates were 62 percent White, 21 percent Black, and 14 percent Hispanic. The subset of Fall 1995 FTICs representing previous-year high school graduates was 59 percent White, 17 percent Black, and 20 percent Hispanic. For this group, Hispanics, Asians, and Indians were overrepresented. For the FTICs as a whole, the state population was estimated to be 71 percent White, 15 percent Black, and 13 percent Hispanic.

First-year students who have earned fewer than 30 hours show a slight increase in the percentage of Whites compared to FTICs. There are accompanying decreases in the percentage of Black and Hispanic first-year students. For sophomores, the percentage of Whites declines from what it was for first-year students while the percentage for Hispanics increases. Blacks are the only major group showing a consistent percentage decline from FTIC to first-year student to sophomore.

The non-degree-seeking and non-credit groups of students are predominately White, with 79 and 69 percent in that group respectively. Hispanic representation is consistent between the two groups at eight and nine percent. Blacks make up almost 10 percent of the non-degree-seeking students and

18 percent of the non-credit.

This high percentage of Blacks in non-credit courses is consistent with the high percentage of Blacks receiving vocational credit certificates (VCC). The Black percentage for VCC is higher than for any other type of award.

The percentage of White students receiving credit-based awards is consistently higher than the percentage of White FTICs, first-year students, or sophomores. Only for College Credit Certificates is the percentage less than the percentage in the credit-enrollment categories.

The percentage of awards earned by Black students consistently increases as one moves from the Associate of Arts degree to the Associate of Science to the CCC and to the VCC. This trend is exactly the opposite for Hispanic students, who have their highest percentage in the Associate of Arts degree category and decline as one moves to the A.S., the CCC, and the VCC.

Asian students make up a fairly small portion, generally less than three percent, of the overall student body. However, their percentages are the most consistent among the ethnic categories.

Overall, Whites and Asians tend to increase or maintain their percentages in the degree process while Blacks and Hispanics lose ground. Blacks lose more ground in the degree programs than do Hispanics but are a much larger portion of the VCC than Hispanics.

In spite of the tremendous gains made in the number of awards earned by minority students, the percentages completing degrees are less for all minority groups than when they started, except for Black VCC and American Indian CCC.

Since the percentages for FTIC students closely match the ethnic distribution of the state, there appears to be an event or events occurring within the collegiate process that are affecting the major ethnic groups to varying degrees. The most obvious area for this type of impact is College Prep. The results of placement testing indicate that Hispanic and Black students are much more likely to need remediation than are White or Asian students. Longitudinal tracking indicates that these same students are also less likely to successfully complete remediation than are majority students (SBCC, Accountability). These two factors mean fewer minority students progress into degree-seeking status. The only remaining paths are changing to the non-degree awards of CCC or VCC, or leaving college altogether. At this point in time, too many are choosing the latter.

In spite of these impressive gains in the total number of awards earned by minority students, a comparison of the percentage distribution of the major ethnic groups at different points in an academic career shows that not all groups are progressing consistently.

Hispanic students have their highest percentage in the Associate of Arts degree category and decline as one moves to the Associate of Science, the CCC, and the VCC.

It is anticipated that the new higher high school graduation requirements will allow more minority students to progress directly into college-level work without having to go through College Prep. The final impact of those new standards remains to be seen.

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SBCC (May 1997). *An Accountability Measure 1 Part 1.* Draft data produced by the Bureau of Research and Information Systems.

SBCC (May 1997). *An Accountability Measure 4 Part 1.* Draft data produced by the Bureau of Research and Information Systems.

Note: Fall 1995 data were used for the percentage comparisons because that was the latest available data when the study was begun. Since the 1996-97 award information was available by the time the study was completed, it was believed that using those data in the opening paragraphs would be more appropriate than using 1995-96 information.

Outreach Programs Bridge Gap for Immigrants

Computers bring excitement to learning English as a second language

BY SHELLY MURPHY

This article originally appeared in What's News, *a publication of Rhode Island College, and is reprinted here with permission of editor Shelly Murphy.*

> ***"The computers help the students get the most out of the class," says Jenifer Giroux, Class of 1995 and teacher of the computer-assisted English class. "After two hours of listening to the same person talk, they can get bored and tired. Once they get into the computer lab, they perk up and they don't want to go home. Class is from 6 to 9 p.m., and at 9:45, some of them are still here."***

Imagine moving to a country where you don't speak the language. Even though you might have extensive education and professional experience in your home country, you might end up working in a factory or driving a cab. You might even work two jobs to get enough money to survive. How do you: Learn the language? Advance your skills? Obtain appropriate certifications for your profession? Or all of the above when you are working constantly and struggling just to get by in this strange place?

This is the dilemma faced by many of the students who find help from the staff at Rhode Island College's Outreach Programs, located at the Center for Management and Technology in Whipple Hall at Rhode Island College in Providence. The Outreach Programs work exclusively with individuals who are outside of the economic mainstream because of their limited English-speaking capabilities and their cultural differences. This includes new immigrants and immigrants who might be unemployed or whose jobs have been eliminated.

Role Modeling: Vidal De La Cruz, left, who immigrated from the Dominican Republic and graduated from the Outreach Programs, now helps students like José Aponte, center, from Puerto Rico and Alba Idarraga from Colombia, improve their English and acclimate to America.

The Outreach Programs encompass several courses that provide English language and vocational training as well as job skills and job placement services. The programs help students learn English, including job-specific and every-day-living English, and they help students gain skills or training that are in demand. These disciplines include computers, electronics, medical assistant, and medical third-party billing.

Computers Help Break Language Barrier

This year the latest technology is being employed in a pilot project to make a dent in the language wall that so often keeps immigrants from realizing their dreams in America. Computer Assisted English Language Learning (CAELL) is a 16-week course consisting of three hours of class two days a week. In addition, the students have access to 10 hours of open computer lab time. The first two hours of class provide traditional language instruction involving writing, reading, and grammar assignments, and group discussion. The third hour is individual learning in a computer lab.

Some immigrants are referred to Outreach soon after arriving in this country, but not all students follow such a direct path. Sometimes they discover the Outreach Programs as a matter of chance. For instance, Nancy Bustos was a secretary in Colombia before she came to America nearly 25 years ago. She worked on an assembly line in a factory at Hasbro for 23 years until her position was eliminated last year when the company decided to move the plant out of the country. Now, as a displaced worker, she is finally gaining the computer skills and the language skills needed to work in an office in America. And, just in case she can't find a secretarial job, Bustos has hedged her bets by also enrolling in an electronics program to make sure she'll be employable.

Gelfry Pérez, a Central High School graduate who emigrated from the Dominican Republic with his family when he was 12 years old, is also benefiting from the programs as a result of chance. His position at a safety products company was eliminated, and he was referred to Outreach. Bustos and Pérez are both currently enrolled in the CAELL program.

Using headphones connected to a computer and specifically designed interactive software, the students work–on their vocabulary, grammar, pronunciation, or whatever they feel they need to work on–at their own pace and without becoming self-conscious or anxious. The interactive computer program guides them through a variety of learning modules. For instance, the grammar section covers everyday words. When the students click on the picture or word, the teacher on the screen pronounces the word, the students repeat it and are recorded, and then the students hear that recording immediately so they can get a real sense of how they sound compared to the teacher.

"The computers help the students get the most out of the class," says Jenifer Giroux, Class of 1995 and teacher of the computer-assisted English class. "After two hours of listening to the same person talk, they can get bored and tired. Once they get into the computer lab, they perk up and they don't want to go home. Class is from 6 to 9 p.m., and at 9:45, some of them are still here."

The program helps develop essential computer skills. Giroux has also discovered that the computer program can be a great asset in helping the student with very low-level English skills get involved sooner. "We first started using the computers for simple writing assignments. Even the students with low-level skills could do it on the computer," she recalls. This gave them confidence and helped them move ahead.

The location of the Outreach Programs on the College's campus is a strong motivator for the students, according to Giroux and Karen Dionne, director of the Outreach Programs. "Being at RIC makes them want to learn more. When we toured the library, one student asked, 'Do you think I could be a student here?'"

With their increased language skills and with the familiarity and comfort level gained from coming to the campus for class, it now seems possible for them to go to college, Giroux says.

The program has given Perez the confidence to continue his education. When he graduated from high school, he started working and tried to take a few classes at the Community College of Rhode Island, but the rigors of work and the language barrier prevented him from continuing. Now, in addition to working on his English, he is enrolled in Outreach's electronics program and is planning to go to college for electronic engineering.

Students can be referred by a governmental program such as the state Department of Labor Training with funds through the Joint Training and Partnership Act (JTPA), by a refugee agency, by their employer, or by themselves. The referring entities often cover the tuition for the students.

Bustos, who says she didn't expect to like the computer, was surprised at how much she likes the computer and at how much she learns from it. Giroux says she is at every open lab period and is often the first to arrive and the last to leave the computer lab.

In addition to the CAELL project, Outreach Programs encompass three other programs to provide English language and vocational skills training. These programs are: Project GRAPHIC (Giving Refugees a Promising Headstart in Computers), TRACE (Training Responsible Adults in Computers and Electronics), and TRAMA (Training Responsible Adults to be Medical Assistants). Students can be referred by a governmental program such as the state Department of Labor Training with funds through the Joint Training and Partnership Act (JTPA), by a refugee agency, by their employer, or by themselves. The referring entities often cover the tuition for the students.

"The focus is employment. And no matter which training program they are in, learning English is the barrier," says Karen Dionne, Outreach Programs director. "We have physicians and people with Ph.D.s who end up working in entry-level jobs because they don't speak the language well enough or don't have the job-specific vocabulary."

The staff also helps the students acclimate to this country and to overcome the barriers to their education and subsequent employment. These issues include transportation, day care issues, and even domestic abuse. "We are not only their teachers. We become their friends, their counselors," says Dionne, who is a licensed mental health counselor and conducts group and individual counseling sessions for students.

Several of the staff members are graduates of the program, including Leonid Gurevich, originally from Latvia, who works part time as Dionne's administrative assistant and also serves as the bilingual liaison for the Russian refugees; and Vidal de la Cruz, who serves as the bilingual counselor/liaison for Hispanic students and as the program recruiter.

All of the Outreach Programs are funded entirely by grants, contracts, and tuition. The pilot project has been funded by a grant from the Alan Shawn Feinstein Foundation and is seeking additional funds from the Rhode Island Foundation. The first class will graduate in May, and students are already signed up for the next class.

For more information, contact Dionne at (401) 456-8698 or the Office of News and Public Relations at (401) 456-8090.

The Cuba of Zoe Valdes • CUNY Pipeline • UNM Student Researchers

AUGUST 28, 1998 • $3.75
http://www.HispanicOutlook.com
VOLUME 8 • NUMBER 26

THE HISPANIC Outlook IN HIGHER EDUCATION

LATINO *HOOSIERS* EXCEL IN HIGHER ED

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Editorial Office The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652 TEL (201) 587-8800 FAX (201) 587-9105.

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Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; 2 years $120.00. Single copies–prepay $3.75.

Postmaster: Please send all changes of address to The Hispanic Outlook, P.O Box 68, Paramus, New Jersey 07652

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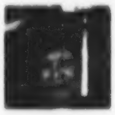

University of Dallas '97 graduate Sue González, who started college in NJ in 1972, plans now to go for a master's and a doctorate.

People, Places, Publications, Conferences 23

Cover Photo: Orange Coast College

A CAPITOL VIEW

Class Size: An Ageless Conundrum

BY GUSTAVO A. MELLANDER

Most Hispanic students start school in overcrowded classrooms. Many have long suspected those conditions are detrimental to their educational development. But little verifiable research existed to document what seemed common sense to most observers.

A new report issued by the Department of Education, ***Reducing Class Size: What Do We Know?***, shines more light on the topic. It concludes that:

- Significant effects on student achievement appear when class size is reduced to a point between 15 and 20 students.
- If class size is reduced from substantially more than 20 students per class to below 20 students, the related achievement of the average student moves from the 50th percentile up to above the 60th percentile. For disadvantaged and minority students, the effects are larger.
- Students, teachers, and parents report positive effects of reduction on the quality of classroom activity, particularly when reduction is combined with other educational reforms.

Class Size Research

Harold Wenglinsky's research findings on class size and student achievement are based on information drawn from three national-level databases generated by the National Center for Education Statistics.

Data on 4th graders in 203 districts and 8th graders in 182 school districts from across the United States indicated that class size is an important link between education and achievement.

For his analysis, Wenglinsky divided the studied school districts according to student socioeconomic status–above-average or below-average–and teacher costs–above-average or below-average. With respect to these four subgroups, the largest achievement gains occurred in districts with below-average socioeconomic status students and above-average teacher costs.

Data from recent initiatives in Indiana, North Carolina, and Wisconsin, among other states, add considerably to the research evidence on class size reduction, providing important supportive data.

Indiana

Indiana's Prime Time project allocated money to reduce class size to 18 in 1st grade, 2nd grade, and then kindergarten and 3rd grade classrooms. Implementation of Prime Time was not rigorously controlled, and the results were mixed.

A project evaluation analyzed achievement scores for 1st and 2nd grade students, comparing mean class scores in reading and mathematics from 10 school districts for tests that were administered the year immediately preceding the project with tests administered in the first year of the project. In these districts, the average 1st grade class size was reduced from 22 to 19 students, and in 2nd grade, from 21 to 20 students.

For students in the smaller classes, the reading scores for 1st graders showed the greatest improvement, with smaller gains in mathematics.

Burke County, N.C.

In 1995-96, 1,193 1st graders and 1,125 2nd graders participated in a class size reduction project. The county's goal has been to reduce class size to 15 students in all 1st, 2nd, and 3rd grade classes.

The project also included professional development activities covering instruction and assessment, so the effects are not necessarily simply a function of reducing class size. Evaluation of the initiative produced the following findings:

- Students in the smaller classes outperformed the control group in 1st, 2nd, and 3rd grades on both reading and mathematics achievement tests.
- Based on independent observations of classroom activity, the percentage of classroom time devoted to instruction in the smaller classes increased from 80 percent to 86 percent compared to the larger classes, while the percentage of time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent.

Wisconsin

The objective of Wisconsin's program, called SAGE–Student Achievement Guarantee in Education–is to phase in class size reduction in kindergarten through 3rd grade in school districts serving students from low-income families. SAGE is being implemented in stages and aims to reduce the class size to a student/teacher ratio of 15 to 1 or less.

In the first annual evaluation, SAGE students' 1st grade classroom scores were compared to those of students in matching comparison schools serving similar populations, with the following results:

- SAGE students consistently performed better than comparison students on various areas of the Comprehensive Test of Basic Skills.
- The gap between white and minority students in achievement did not widen, in contrast to a widening of the gap between white and minority students in the comparison student groups.

There are two important qualifications regarding the data: preliminary findings might change substantially as the program is phased in and as students experience more than one year in a smaller class; and, the SAGE project class size reductions were accompanied by other initiatives. Participating schools were required to implement a rigorous academic curriculum, provide before- and after-school activities for students and community members, and implement professional development and accountability programs. The first-year evaluation of SAGE reported uneven implementation of these other components, so it is possible that future results will be more positive.

Conclusion

Smaller classes clearly help students learn. But tangential targeted reforms increase success exponentially. There is no single magic bullet.

Dr. Mellander is a professor at George Mason University.

High-Achieving Hispanic *Hoosiers* Reminisce

BY JIM CARNETT

Courtesy of Orange Coast College Community Relations Office, Costa Mesa, Calif.

The conscientious student/baseball player/choir singer/mama's boy served with distinction as a machinegunner and squad leader with the Ninth Infantry Division in the Mekong Delta. He took part in the Tet Offensive and was awarded a Bronze Star, an Air Medal and a Combat Infantry Badge.

It might not have been readily apparent in the 1950s and '60s, but three young Latinos, raised in the same neighborhood in the blue-collar community of East Chicago, Ind., were on track toward becoming influential community college leaders.

Bill Vega, Roy Flores, and Lou Murillo are products of East Chicago Washington High School–excellent athletes, above-average scholars, decent pool players, popular students, and, like most of their male classmates, the sons of fathers who worked in East Chicago's steel mills.

Dr. William M. Vega, chancellor of the Coast Community College District in Orange County, Calif.

"East Chicago was a great place to grow up," Vega says. "It was an extremely diverse community. Roy, Lou, and I were very much aware of our Mexican roots, but we also had a strong sense of being Americans."

"We were pretty naive, then," Flores adds. "Times were different then than they are now. We were three pretty cool guys–or so we thought–who were blessed to grow up in a wonderfully supportive environment."

Today, Dr. William M. Vega is chancellor of the Coast Community College District in Orange County, Calif.; Dr. Roy Flores is president of the Community College of Allegheny County in Pittsburgh, Pa.; and Dr. Louis C. Murillo is president of San Diego Miramar College, part of the San Diego Community College District in California. They are three prominent leaders in America's community college system–a system referred to by many in academe as the world's most democratic segment of higher education.

Vega and Flores graduated from the high school in 1960, Murillo in 1962. Fewer than 300 students made up each graduating class.

"We weren't a large school, so everyone knew everyone else pretty well," Vega says. "It was a close-knit crowd. Although we represented a variety of ethnic groups and backgrounds, we all got along well."

Vega's father was born in Mexico and brought to the U.S. at age seven by his parents. His family settled in East Chicago. Vega's six uncles all served in the U.S. military during World War II, and several saw considerable action.

"My grandfather worked as a blacksmith in the steel mill, and my father followed him into the mill, spending 47 years as a track man," says Vega, who was one of nine children.

Flores' grandparents moved from Mexico to Texas. His parents married and settled in Gary, Ind., moving later to nearby East Chicago. He was one of 10 children, and his father, too, worked in the mills.

Murillo's father crossed the border at 17, in 1917, settled near Austin, Texas, and worked as a sharecropper. He married 23 years later and moved to Chicago, then to East Chicago, where he landed a job in the steel mills. He had three children and worked for 35 years as a blacksmith.

"The community we grew up in had many different ethnic and racial groups," Vega recalls. "Our high school had African Americans, and students of Greek, Rumanian, Serbian, Croatian, Italian, Irish, and Polish extraction. Many Eastern European families moved to East Chicago after the war. There was also a significant Mexican American population."

"East Chicago probably had a population of 50,000 people at the time, and I'd estimate that about a third were Hispanic," Murillo says.

"Though we had Puerto Ricans and Central Americans in the mix, the largest number of Hispanics, by far, were Mexicans."

"We were a blue-collar community," Flores adds. "The typical situation for kids in our high school was that the old man worked in one of the steel mills....Only a small percentage of the students were children of professionals. Most of us had dads in the mill, and we figured we, too, would someday end up at the mill. That seemed the natural progression for kids in our community."

Vega was a good student, a member of his high school's choral group, and also an excellent baseball player–starting shortstop for the East Chicago Washington High Senators. He also played in the summer industrial leagues and was a huge Chicago White Sox fan.

"Baseball was a big part of my life," he concedes.

The White Sox lost to the Dodgers in the 1959 World Series. Vega, just beginning his senior year, followed the Sox from start to finish that season.

"I can still name every guy in the White Sox lineup," he says with a laugh. "My biggest heroes were shortstop Luis Aparicio, second baseman Nellie Fox, and center fielder Jim Landis."

Flores confesses he was only a "so-so" student in high school, but he was, by all accounts, an excellent track and field athlete. He ran distance events and was also on the cross country squad.

Dr. Roy Flores, president of the Community College of Allegheny County in Pittsburgh, Pa.

"I had this tough-guy attitude, but it was really just a facade," he says. "By today's standards, I was milquetoast."

"To Lou and myself, Roy was a gangster," Vega exclaims with a laugh. "We thought he was a tough guy. He had us convinced. I think he pretty much considered us to be mama's boys."

"I spent lots of time hanging around the pool halls," Flores says. "I wasn't much of a student because I found school rather boring. I used to intentionally disrupt class so that the teacher would send me to the library.

"As a result, I discovered that I loved to read. I became a closet intellectual. I didn't want my tough buddies to think I was a good student, so I wasn't interested in performing in class. Instead, I appreciated being sent to the library where I could quietly enjoy my books."

Murillo remembers spending lots of time at Dino's Sweet Shop, not far from the campus.

"Dino's was the place to hang out," he says. "It was a combination sweet shop and drug store. We'd drink malts and shakes, play pinball, and spend lots of time at the comic book racks. We'd stay each afternoon until the owner tossed us out. He'd frequently say, 'This isn't a library–you're going to have to buy that book if you want to read it.'"

Murillo was a 6'2" forward on the high school basketball team.

"He was good," Vega says. "He was very good," Flores adds.

"I was okay," Murillo interjects modestly.

Indiana is the Western Hemisphere's foremost breeding ground of basketball ardor and enthusiasm. During Murillo's sophomore year–while Vega and Flores were seniors–East Chicago Washington won the Indiana state high school championship. To local residents, that was like winning the Super Bowl, World Series, and World Cup all rolled into one.

"East Chicago and Gary are basketball crazy, so when the high school won the state championship, the community was ecstatic," Vega says. "It was the biggest thing to happen in town in decades."

Though baseball was his sport, Vega says basketball was his love. He still refers to himself as a "complete basketball junkie."

"'March Madness is my favorite time of the year," he says. Spoken like a true Hoosier! "Though I'm still an IU [Indiana University] fan, I follow UCLA now that I'm on the West Coast. I have season tickets to the Cal State-Long Beach games. The first thing I do each morning is read the sports page, cover to cover."

The season following East Chicago Washington's state title–with most of the 1959-60 starters gone–the school struggled to a mediocre record. But when Murillo was a senior, the magic returned, and the team reached the state finals, losing the championship by a scant three points to a heavily favored squad from southern Indiana.

"I wasn't a star on that team; I was a role player," Murillo says. "But it was very exciting to be a member of the squad. It's a memory I'll always cherish. We came close to winning our second state title in three years, and the community was solidly behind us."

Was there any indication in those early years that Vega, Flores, and Murillo would all enter the same profession and would someday play major roles in America's community college hierarchy?

"I'm not certain there was," Vega says.

"My performance in school was unimpressive, but you could tell–even as a junior or senior–that Bill [Vega] was a natural leader," Flores says. "I was certain that he was going to be a success in life, though I probably suspected he'd end up in a white-collar position with the mill. I wouldn't have picked him at the time for a position in higher education."

> ***The guy who'd been a lethargic high school student turned out to be a dynamo in the university classroom. He was a man on a mission. In the space of seven years, he earned his B.A., M.A., and Ph.D.***

The three struck out in different directions after high school.

Vega went to Indiana University, earned a B.S. degree in management, then served two years in the U.S. Army and spent a year in Vietnam. The conscientious student/baseball player/choir singer/mama's boy served with distinction as a machine-gunner and squad leader with the Ninth Infantry Division in the Mekong Delta. He took part in the Tet Offensive and was awarded a Bronze Star, an Air Medal, and a Combat Infantry Badge.

Vega returned to the U.S. in 1969 and picked up his M.A. in economics and business at Appalachian State University in Boone, N.C. He decided to teach school.

Flores chose a different path.

"After high school, I attempted to get a job in the mill, but they were laying people off, so I joined the Air Force," he says. "When I was discharged four years later, I landed a job in the mill and worked there for two years, then decided to go to college."

The guy who'd been a lethargic high school student turned out to be a dynamo in the university classroom. He was a man on a mission. In the space of seven years, he earned his B.A., M.A., and Ph.D.

"I'd seen a bit of the world and realized just how important a formal education was. I was totally and absolutely focused on completing my education."

He earned his B.A. degree in history and M.S. in economics from Indiana State University, and a Ph.D. in economics from Iowa State University.

Murillo, who left high school two years after Vega and Flores, went directly to the University of Nebraska at Omaha on a basketball scholarship.

"For me, it was a miserable introduction to higher education," he says with a laugh. "I wasn't ready to be away from home, and I ended up dropping out halfway through my first semester. I stayed on in Omaha for a while, shooting pool and trying to get a job at one of the packing houses in town."

When nothing panned out, he returned to East Chicago and worked in a steel mill for a year and a half. The experience made him decidedly more enthusiastic about returning to school. He enrolled at Indiana State in the fall of 1964.

"I'd known for many years that I wanted to teach," he says. "In fact, what I really wanted to do was to coach basketball. My goal was to coach at the high school level for a while, then eventually become a college coach."

Murillo earned his B.A. and M.A. in physical education.

After his stint in the Army, and after his master's degree, Vega returned to East Chicago, where he hooked up again with Murillo, his old buddy. Murillo had taught physical education and coached basketball for a couple of years at a school in Gary, Ind., then moved to East Chicago to coach at Block Junior High. Vega was at Block for a year to teach mathematics and history.

"We hadn't seen each other for almost 10 years, since my senior year in high school," Vega says. "We re-established our friendship."

"We had a great time together that year," Murillo recalls. "It was lots of fun. Bill and I had our hands full just trying to stay one step ahead of our eighth graders."

Vega then went to Heidelberg, Germany, to teach economics with the European division of the University of Maryland. It was there that he met his wife-to-be, Karin.

"After I'd been in Germany for nearly three years, I received a letter from Lou, urging me to return home and team up with him again," Vega says. "At the time, Lou was finishing his Ph.D. at Michigan State University and was working for the Michigan Educational Association. I decided to return to the States, but elected not to go to Michigan. I headed straight for California–a decision I've never regretted!"

Vega arrived in California without any immediate prospects but soon landed a position in the economics department at Los Angeles City College, later serving as director of outreach. Murillo was bilingual coordinator of the Grand Rapids public schools for a year and a half, then assistant to the dean of occupational education at Grand Rapids Junior College.

By this time, Flores, who'd lost touch with his old pals, had finished his Ph.D. and was teaching economics at Pan American University.

In 1977, Vega was named associate dean of instruction at Contra Costa College in San Pablo, Calif., across the bay from San Francisco. Flores was tabbed as director of the Human Resources Center at Pan American. And Murillo was assistant to the president at Grand

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Rapids Junior College.

"Lou and I stayed in constant touch, but we didn't know where Roy was," Vega says.

When Vega left Contra Costa in 1980 to become executive vice president of academic affairs at Compton College in Compton, Calif., he urged Murillo to apply for his vacant Contra Costa post. Murillo did so, successfully. The following year, Flores was named vice president for business affairs at Pan American University.

Vega took a dean's post at El Camino College for a year, then was named president of Coastline Community College in Orange County in February of 1985. He was the first of the East Chicago Trio to become a community college president. Shortly thereafter, he finished work on his doctorate in higher and postsecondary education at the University of Southern California.

Murillo served as dean of instruction at West Valley College in Saratoga, Calif., for four years, then followed Vega into a presidency in August of 1993. He was named president of San Diego Miramar College.

Vega was tabbed as chancellor of the nationally acclaimed 55,000-student Coast Community College District in November of 1993. The district includes three colleges, Orange Coast College, Golden West College, and Coastline Community College.

Vega and Murillo continued to maintain close ties. Murillo, in fact, became godfather to Vega's son, Billy.

But where was Flores?

"Shortly after I was named chancellor of the Coast Community College District, I was thumbing through an issue of the *Chronicle of Higher Education*," Vega says. "I saw a small news item reporting that a guy by the name of Dr. Roy Flores had been hired as executive vice chancellor of the Virginia Community College System. I thought, 'Is this the same Roy Flores I grew up with in East Chicago?' Then I decided to give him a buzz."

Dr. Louis C. Murillo, president of San Diego Miramar College, part of the San Diego Community College District in California

Vega called the 23-campus Virginia Community College System's administrative offices. He asked for the new executive vice chancellor.

"I recognized Roy's voice immediately," he says. "I decided to play with him a bit. Without identifying myself, I told him I was a guy from his past who was still looking for the 50 bucks he owed me."

"I took the bait," Flores says with a laugh. "It was a minute or two before I realized it was Vega at the other end of the line. He got a big charge out of pulling my leg. But it was great hearing from him. I'd completely lost track of him over the years. I didn't even know he was in education."

Was Flores surprised to learn that Vega was chancellor of the Coast Community College District?

"Not at all. He was the kind of guy who was going to be a success, no matter the field."

Vega, Flores, and Murillo have stayed close since. All three are actively involved in the National Community College Hispanic Council. This summer, the Coast District is co-hosting the NCCHC's summer leadership institute.

In 1994, Flores became president of 10,000-student Elgin Community College in Elgin, Ill. The college is located 35 miles northwest of Chicago. He served in that post for four years, and recently became president of the four-campus, 26,000-student Community College of Allegheny County in Pittsburgh, Pa.

Vega and his wife, Karin, live in Long Beach with their two children, Billy and Daniele. Billy recently completed his first year at the University of California at Berkeley. Flores has just relocated to Pittsburgh with his wife, Karen. Their son is a police officer in Elgin.

Murillo lives in San Diego with his wife, Holly, and their sons, Michael and Daniel.

Who could have predicted—as Bill Vega, Roy Flores, and Lou Murillo were growing up in East Chicago—that the trio would someday end up in the national spotlight with America's community colleges?

"Life has a way of generating surprises," Vega muses. "I'd never have predicted this outcome, but, then again, I'm not shocked by it, either.

"We each were raised in a family that valued hard work and education. We were taught to set goals for ourselves and to work hard toward them. Our fathers sweated in the mill to provide for their families. They served as great role models.

"We owe everything to our parents, our families, our teachers and coaches, our mentors, and the community of East Chicago, Ind. No one makes it alone. Roy, Lou, and I are prime examples of that."

America's community college movement is stronger today because of the three kids from East Chicago: Bill Vega, the slick-fielding shortstop with leadership potential; Roy Flores, the tough kid, and closet intellectual, who savored hanging out in the school library; and Lou Murillo, the role player on the basketball team who relished having a malt and reading comics at Dino's.

Undoubtedly, many blue-collar neighborhoods are frequently America's most effective incubators of leadership talent! HO

The Cuba of Zoé Valdés

Exiled Author Speaks from Paris

BY HORACIO D. LEWIS

My discussion with author Zoé Valdés, who resides in Paris and is currently writing two novels, was spirited and cordial. In France since 1995, her first novel, *Sangre Azul*, was published there. I found Valdés to be frank and opinionated, like her protagonist, Yocandra. Complaining that some reporters have misrepresented her work, at times poking fun at her, Valdés insisted on sending written responses to some of my questions.

Yocandra in The Paradise of Nada, a novel written while Valdés was still in her native Cuba, provided international recognition for its author. Published originally under the title *La Nada Cotidiana* (the daily nothingness of life), *Yocandra* became a best seller both in Spain and France.

Yocandra is Fidel Castro's Cuba seen through the eyes of a sensuous heroine. Banned in Cuba along with its author ("No puedo regresar a Cuba por el momento porque el gobierno cubano no me lo permite."), the book speaks of the life and loves of a woman who at 16 takes up with, marries, and then leaves a much older man–the Traitor–yet continues to humiliate him, while engaging in a torrid relationship with another man she calls the Nihilist.

Interviewed for *HO*, Valdés claims that while not a nihilist herself, generations of nihilists are to be found in Cuba.

Both Valdés and Yocandra were born in 1959 in Havana and both traveled to Europe. Though there is a "profound content which references events personally lived," Ms. Valdés claims that the novel is just a novel, that her novels should be read as novels and not as autobiographies. Valdés insists that *Yocandra* is simply a novel that she wrote to "exorcise" herself, expelling the words that were burning inside her. The title, she says, describes the emotional situation of the novel–the nothingness of daily life in Cuba under Castro.

What Valdés hopes readers will find in *Yocandra* is a sentimental history between a woman and two men and between this same woman and her friends and family in a society that is extremely castrating and that nullifies human beings.

Asked about the character of the Traitor, the book's wife-abusing ex-husband who presents himself to the world as a "Philosopher" rather than as the barely published

The title, she says, describes the emotional situation of the novel–the nothingness of daily life in Cuba under Castro.

Zoé Valdés is the Cuban author of *Yocandra in the Paradise of Nada*, which became a best seller in Spain and France.

poet that he is, Valdés says, "How can you be a philosopher in a country where schooling during several decades has censored thought and books of all philosophies? Where the only philosophy studied is a variant of Stalinism, and Marxist Leninist, almost Fascist?" She reminds us that Castro has been a dictator in power for thirty-nine years. "Cite me one who has lasted more than he!" she demands.

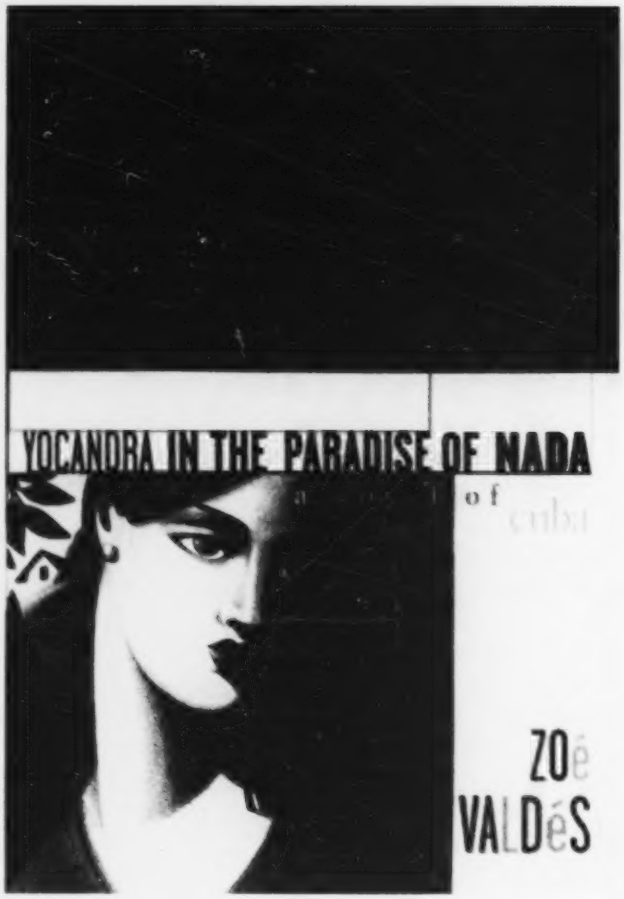
"In Cuba, there is no dignity," says Yocandra. "How can you have any dignity without deodorant, no sweet potatoes, and no tenderness?" This lack of dignity occurs during the "special period," after the collapse of the Soviet Union, Cuba's source of economic stability–a time of acute deprivation during which Cubans barter for bread and "comrades" attend interminable meetings to discuss the shortages in what, in retrospect, seemed a paradise **before** Castro. And was projected to become an even greater paradise when Castro came to power.

Valdés squarely blames Castro for the misery and desolation in Cuba, telling *HO*, "Fidel Castro no se merece que lo traten con guante de seda. Ya lo hemos visto después de la visita del Papa, ¿qué ha cambiado? El pueblo sigue en la miseria, en la desolación." ("Fidel Castro does not deserve any special treatment. Nothing has changed since the Pope's visit. The people continue to live in misery.")

Zoé Valdés goes on to affirm that the United States should stop the "silk glove treatment" and be firm with Castro. She calls the "embargo" a joke ("cosa de risa") since up to a million dollars is sent by exiles to Cuba each year. And is the country's main source of income. Moreover, many products "made in Miami," such as Coca Cola, are sold in Cuban diplomatic shops, she contends. Castro, she says, thrives on the celebrated embargo, which really "does not exist."

He has calculated well, she continues. "He will leave the country in the hands of the military, his brother, and the church."

As Cubans, she says, we must request a visa or authorization from the Security of the Cuban State (Seguridad del Estado Cubana) to leave the country, and a visa to re-enter.


YOCANDRA IN THE PARADISE OF NADA
a novel of
cuba
ZOé
VALDéS

Valdés' Yocandra provides detailed accounts of unbounded sex and multiple orgasms with the young Nihilist. Valdés herself says that Cubans are "sensual" as a result of the mixing of races ("nuestra cultura mestiza"). And that an orgasm is always liberation ("un orgasmo es siempre liberación"). She adds, though, that liberation has to do with everything at the same time and should not be seen only in an ethnological context–"the oppressed first thinks of food before making love."

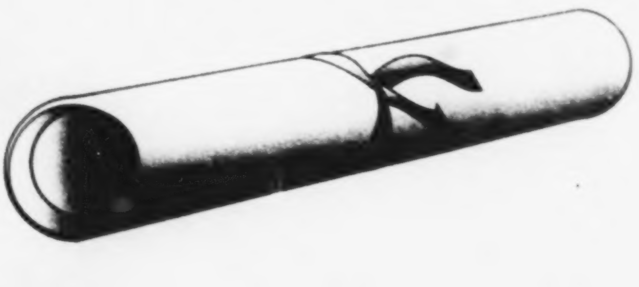
"Life is life, and we all have a right to life with full liberty." She says she has "lived life with emotion and intensity, like the majority of mortals who have known profound love."

Given that the subject of sex rivets her novel, I asked her what she thought of President Clinton's predicament, to which she responded: "I like President Clinton. (Me cae bien.) His sexual life should be a private matter." On the other hand, "I am a woman, and I oppose injustices against women." However, "I detest those women who utilize their femininity to obtain money, position and to climb. I hate climbers because they are to be blamed for the lack of recognition received by truly talented and hard-working women." On the Clinton dilemma, she concludes with "I despise American Puritanism and negative exhibitionism on the part of those who meddle."

Since Yocandra's father is a pro-Castroite and a hater of Blacks, *HO* asked Valdés about racism in Cuba. "In Cuba, there is galloping, terrible racism and a censorship that prevents any mention of it. No one can write about it. There is less racism among ordinary people but more of it within the government."

"I detest those women who utilize their femininity to obtain money, position and to climb. I hate climbers because they are to be blamed for the lack of recognition received by truly talented and hard-working women."

The Honor Roll



University of Massachusetts

BY ROGER DEITZ

The University of Massachusetts-Boston is situated on a beautiful peninsula on Boston Harbor overlooking Dorchester Bay and the Harbor Islands, just five miles south of downtown Boston. Three sides of the land around the school abut the ocean and afford magnificent views of the city and the Atlantic. It is a picturesque and inspiring setting, one that seems appropriate for this progressive urban institution. The location is a metaphor for the school's students who are themselves reaching out into the world, yet connected to their university and community.

The university's immediate neighbors are the John F. Kennedy Presidential Library and the Massachusetts State Archives and Commonwealth Museum. Then there's the neighborhood of Boston itself. With its world standing as a cultural center and its well-earned reputation as America's favorite college town, Boston offers a wealth of resources for exploration and entertainment–everything from Fenway Park and the Fleet Center to the Museum of Fine Arts is easily within reach. And as Boston's only public university, UMass-Boston offers students a real-world education and a sense of community unmatched by other Boston-area institutions. This all makes UMass-Boston a fitting Honor Roll recipient, rounding out the inaugural year of this coveted award.

The University of Massachusetts-Boston was founded in 1964 by the state legislature to "provide the opportunity for superior undergraduate and graduate education at a moderate cost at a public urban campus located in the capital city of Boston." It moved to its present Dorchester Bay location in 1974. With more than 15,000 commuting students in its undergraduate, graduate, and continuing education programs, UMass-Boston is the second-largest campus of the University of Massachusetts system. The New England institution characterizes itself as "a community of scholars who take pride in academic excellence, diversity, research, and service" where "the fabric of academic research and scholarship at

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Honor Roll Facts in Brief

INSTITUTION:
University of Massachusetts-Boston

LOCATION:
100 Morrissey Boulevard
Boston, MA 02125-3393
(617) 287-6000

ESTABLISHED:
1964

ENROLLMENT:
15,000

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

ANNUAL TUITION:
$4,338 in-state, tuition and fees

NUMBER OF FACULTY:
817

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Black Studies
Engineering Physics
Ethics and Social and Political Philosophy
Gerontology
Public Policy
Management of Human Services
Women's Studies

INTERNET (Website) ADDRESS:
http://www.umb.edu

the university is tightly woven into the public and community service needs of Boston and the modern urban center."

Diversity on campus closely reflects the community that it serves. To this end, UMass-Boston enrolls "a diversified student body that is representative of a wide variety of ages, ethnicities and academic interests, and life backgrounds." About one quarter of the student body are of traditional college age, 18 to 21; almost half are 22 to 29; and slightly more than one quarter are 30 or older. Nearly 2 out of 5 students are transfers. Students of color make up 32.9 percent of the undergraduate enrollment. About 16 percent are Hispanic, and 5 percent are Native American. The student body is composed of "young, mature, and working adults" who "share a motivation to succeed academically and relate their classroom pursuits to their career aspirations."

At UMass-Boston, these students are encouraged to participate fully in designing their academic plan. The University Advising Center provides comprehensive academic support, planning, and career advising services. A team of professional counselors delivers personalized assistance to students preparing their course of study, utilizing tutorial and mentoring services, choosing a major and career path, and developing interviewing, resume writing, and job search skills. UMass-Boston is proud of its distinguished faculty of 817 members, 90 percent of whom have doctoral degrees.

The school also boasts a student/faculty ratio of 15:1 and an average class size of 28 students. Not bad for a large urban institution. The faculty's top priority is teaching and advising students. At the institution where academic offerings are diversified, a university-wide effort ensures that educational experiences are personal. In addition to advising and teaching, faculty members also conduct research, publish, and participate in grant activities and professional organizations.

With over 100 undergraduate, 30 master's-level, and 9 doctoral-level programs, the UMass-Boston's promise of "a major for everyone" is no exaggeration. Students can embark on career paths in areas such as human services, business, health care, teaching, and government with an ample variety of course offerings from which to choose. Four undergraduate colleges award bachelor's degrees. The College of Arts and Sciences has 37 majors and programs, including courses of preparation for careers in law, medicine, teaching, science, and the fine and performing arts. The College of Management focuses on seven areas, including marketing, management information systems, accounting and finance, and international management. The College of Nursing offers both a B.S.N. and an RN-B.S.N. accredited program, as well as a highly praised program in human performance and fitness. Nursing maintains clinical practices at some of the best hospitals in Boston, which are acknowledged to be among the best learning hospitals in the world. The College of Public and Community Service, with fifteen career concentrations, is dedicated to providing hands-on experience for competencies in applied learning situations for adult students.

UMass-Boston also offers teacher-preparation programs, along with programs for honors study, credit by examination, and advanced placement. To support student studies, the university's Healey Library houses a collection of more than 572,000 volumes and subscribes to more than 5,120 domestic and international journals and newspapers. The Kennedy Presidential Library is linked to the university by a variety of educational programs enabling students to conduct research utilizing its singular resources.

Sixty percent of UMass-Boston students receive financial assistance ranging from need-based aid to merit scholarships. Last year, the university awarded over $40 million in student financial aid.

The school also boasts a student/faculty ratio of 15:1 and an average class size of 28 students.

Although a "commuter school," UMass-Boston maintains a computerized Housing Referral Service for assistance in finding an apartment or roommates. The UMass-Boston licensed Child Care Center serves children–ages 18 months to six years–of students, faculty, staff, and community residents. Scholarships for the Child Care Center are available for student parents and are based on income. The center is located a 10-minute walk from campus and is open all year. New construction is being planned for a $50 million Campus Center that will centralize student services at the university. Also planned is a new Division of Global Studies that will connect several of the university's interdisciplinary academic programs in international fields. Cooperative Education and Internship Programs place students in work assignments related directly to their fields of study so that they can apply what they learn in the classroom to practical work settings.

UMass-Boston is a leader in establishing and experimenting with such community-based programs. Whether an incoming first-year student or the president of the UMass University system, there is something about the University of Massachusetts that attracts Bostonians. William M. Bulger became the 24th president of the University of Massachusetts in January 1996 after serving 35 years in the Massachusetts legislature, including seventeen years as senate president. Raised in South Boston, a place he has called home for his entire life, Bulger was intrigued by the suggestion that he would be considered for the job he now holds. He says, "Public higher education provides an invaluable opportunity for serious students. It also gives a wonderful opportunity for a very high form of public service. I have urged legislative leaders at various national forums to consider education as a natural continuation of their commitment to public service."

Since assuming his position, the UMass president has made it a priority to take his "public university message" to the young people, by visiting high schools throughout the state. His reasons? Bulger recalls, "When I was about to graduate from high school many years ago, I was lucky enough to have an adult take an interest in my future and encourage me to go to college. I followed that person's advice, and I am ever thankful to him for his guidance. I think it is important for people in positions like mine to have that kind of interest in young people, and on an individual basis when possible. My prime message is to urge them to be serious about learning. The students themselves are curious about the university. It is in answer to their questions that I inform them what they should know about us."

In this way, Bulger has helped make UMass-Boston even more accessible to students who didn't think they could attend a university, let alone "a campus in Boston Harbor." After all, UMass-Boston stands on a peninsula–not an island!

The student body at UMass is composed of young, mature and working adults.

GS
UC

The Graduate School and University Center
The City University of New York

The Phenomenal CUNY Pipeline

ABCs of Ph.D.s for Future Professors

BY ADALYN HIXSON

"They might have thought they would go on for a master's. Many of them consider medicine or law, accountancy, business–very prestigious and lucrative professions–but have never thought about teaching, except in terms of teaching elementary or high school." *HO* is talking with Dr. Gail Smith, Associate Dean and Director of the CUNY Pipeline Program, about Pipeline students–high achieving juniors and seniors from CUNY's 10 campuses who've been recruited onto a Ph.D track that CUNY and the Aaron Diamond Foundation hope will result in a more diverse faculty, at CUNY and elsewhere.

The Pipeline programs, she says, are directed to university teaching, to a creative awareness of teaching at that level. "Everybody is not a good guy in academe any more than anywhere else. But there are marvelous people and marvelous minds–if you enjoy your

> ***"We say this: Being a doctoral student means you have to be able to work by yourself. To be a self starter. It's your career. You have to manage it. Nobody else is going to manage it for you. You have to be the initiator."***
>
> DR. GAIL SMITH,
> PIPELINE DIRECTOR

CUNY Pipeline Program Recognition Ceremony CUNY Graduate School's 1998 graduating participants subject and you enjoy teaching! I am very much interested in research in paganism as it conflicted with early Christianity and Judaism," says Smith, a classical philologist. "And now I am beginning to look into the roles of the Ethiopians in the ancient world. It was very multicultural–all ethnicities, all races, were strolling around the Roman Empire. I want to take a look at that and see how they managed. They didn't seem to have a great deal of difficulty with it, unlike some people today."

Smith was recruited to run Pipeline after directing the Mellon Minority Undergraduate Fellowship Program at CUNY's Brooklyn campus. The Mellon program began in 1988. Pipeline was conceived in the spring of 1992 to address a problem that CUNY and Diamond agreed needed fixing. The student bodies were diverse. The professorate not. A proposal was written and approved, and The Pipeline was born.

Recruitment

Officially named the CUNY Pipeline Program for Careers in College Teaching and Research, Pipeline recruits talented minorities in their junior year as undergrads, instructs them intensively, and guides, prods, and entices them along the thorny path to graduate school. Only CUNY-enrolled students who are U.S. citizens or permanent residents are eligible.

"We have a very close association with the directors of the Scholars Programs and the Honors Programs and the Career Days and Student Services officials," says Smith, "and right now we have a number of faculty who know about the program. We clutter up the campuses with our brochures–and people get the word.

"We talk to students who have demonstrated fitness and ability. What they haven't necessarily done, though, is thought about continuing at the Ph.D. level.

Pipeline Structure

Students apply during the fall semester of their junior year, submitting the application form, two faculty letters of recommendation, and a transcript, with a December 1 deadline. Program faculty and the director make the selections. Post-acceptance Pipeline activities begin by February of the student's junior year. A critical move that first semester is the selection of a mentor, says Dr. Smith, "and to write a senior thesis proposal."

The senior thesis is a key component of the entire program. Smith stresses that the Ph.D. degree is a research degree and that students need to be shown how to do it, "no matter how bright they are."

"Somebody has to show them the fundamentals in order to get them ready go to into the Ph.D.–somebody in their major who has gone through the whole thing–someone who says, 'This is the kind of research I do. These are some of the problems we concern ourselves with. This is the methodology we employ in solving these problems. These are the primary sources we use. These are the secondary sources. This is what we mean by a proposal. This is what we mean by a thesis.'"

Dr. Gail Smith, Acting Associate Dean, Educational Opportunity, and Diversity Programs

These field-specific ABCs are explained on each student's campus. The mentor, too, is someone on that campus–accessible and connected. Pipeline students are therefore scattered over CUNY's 10 sites their first spring, not operating as a group.

"We say this: Being a doctoral student means you have to be able to work by yourself. To be a self-starter. It's your career. You have to manage it. Nobody else is going to manage it for you. You have to be the initiator.

"They are learning how to do this," says Smith. "They have to find a mentor. They have to be aggressive. They have to ask questions." And they have to prepare a 15- to 30-page senior thesis.

The Summer Program

Pipeline's core is built around the eight-week summer program preceding the senior year. Held at the Graduate School and University Center, three CUNY senior colleges host three Pipeline programs: Brooklyn College–The Humanities; Queens College–Mathematics and Information Science; and Hunter College–Social Sciences. Students are expected to devote full time to Pipeline and not take on any outside employment during the eight weeks. They are not eligible for the summer institute unless and until they have prepared a senior thesis proposal. Each course carries four credits, with tuition waived. Students receive a stipend, the first half on day one and the second half on completion.

"Mornings they are in research seminars," explains Dr. Smith, "divided into social sciences, humanities, and math and science, depending on their major and interest. Faculty are faculty from their own campuses.

"Essentially, they have a research project for students to do. For example, in the humanities, archival research is a centerpiece. The students have not necessarily heard of archives–how you enter them–how you get primary data–so that you can go to any library in the world and know how to ask for things, how to access...."

The Pipeline Policy and Procedures describes the Humanist Institute as having three foci: Humanist certifications–Rome, nationality, multiculturalism;

> ***"Woody Allen said that 95 percent of success is showing up. Students have to get in the game. A lot of students–a lot of adults–are full of anxieties, self-doubts. We're removing some of the mystique."***
>
> DR. GAIL SMITH, PIPELINE DIRECTOR

notary production; and persuasion. The first Humanists, it says, were notaries–technicians in the use of texts as instruments of power. Faculty: Professor Robert Viscusi, Brooklyn College, Department of English. The Mathematics & Information Science Institute "explores the nature of mathematics; presents mathematical ideas that occur in many areas of science where mathematics is used; shows how and why mathematics is a language of science and has a life of its own; and might use Mathematica, an interactive computer program. Faculty: Professor Ravi Kulkarni, Queens College, Department of Mathematics; and Professor Anthony Weaver, Bronx Community College, Department of Mathematics.

(l-r) Frances Degen Horowitz, President, CUNY Graduate School, congratulating Pipeline participant Beverly Araujo

The Social Sciences Institute explores the use of social sciences in policy-making and the scientific method; disciplinary perspectives; analysis and critique of scholarly writings; proper methodology for writing a book review; and original research of texts. Faculty: Professor Barbara Welter, Hunter College, Department of History.

"In the afternoons," says Dr. Smith, "workshops are spread throughout the week. How to identify a graduate program; how to write the personal statement; how to write a curriculum vitae; whom to approach for a letter of recommendation." Nicole E. Holland, Hunter College, Adjunct Assistant Professor of Psychology, conducted the workshop on How to Apply to Graduate School.

"Because we always have many more things to do than time to do them in," says Smith, Pipeline Summer offers a Time Management workshop, led by Faythe Weaver, Assistant Director of OEODP at the Graduate Center, who also trains students in the use of computers, accessing the Internet, for example.

Smith tells *HO* that many Pipeline students, all of whom take a GRE or GMAT prep workshop, plan to defer taking the actual test until the fall semester. No, she tells them, you need to take it now. You will be far too busy come September. You have to prepare your application materials for graduate school; write your personal statement, which has to be vetted by the mentor; identify and contact your desired schools; and research financial grants and supports. Applying to graduate school, she tells *HO* and the students, is very, very time-consuming.

"To be educated is to know things, and that is what we're trying to teach our students, and they just lap it up. It is a life of the mind, and they have an instinct for it. All you need," she says, is to have someone suggest–'this is a possibility.'

"We also tell the students–life is what you make it. It is not as though you are going make a lot of money [as a teacher], but you will have freedom of time. You don't have to work summers, and you can use that time to read and to think and to build your family ties.

"You get into a classroom and the people there–they want a degree. You can get them to be really turned on to learning."

> ***"Most Americans have been socialized to want the same things; however, the manifestation of this socialized goal depends on the structural availability of opportunities and individual conditions. Therefore, I offer the Cash Rules Everything Around Me (CREAM) ideology as the underlying driving force for the American society as a whole. I will examine the CREAM psychology, and its manifestation specifically in the Hip-Hop community, composed of urban poor youths or members of the 'underclass.'"***
>
> PIPELINE DIAMOND FELLOW GEORGE MARTÍNEZ, JR.

Castile to Chomsky to CREAM

"These people are phenomenal. I have total and utmost regard for them," says Smith of the students. "One is currently pursuing her doctorate at Princeton and will be among the first of the Pipeline students to obtain a Ph.D.," says David Manning, Media Relations Manager. "Her name is María Caba-Ríos...a Lehman College graduate."

Caba-Ríos is divorced and raising a daughter. As an undergraduate majoring in Spanish language and literature, she received the Outstanding Sophomore Award from the Golden Key National Honor Society, an Award for Excellence from Lehman's Division of Arts and Humanities, a Lehman Scholarship Foundation Award, and was a member of Phi Beta Kappa, the First Step Program, and the Dean's list.

Her senior thesis topic was Isabel I, Queen of Castile, one of Spain's few female rulers. "Under her reign and in large part due to her determination, a newly unified Spain became an imperial power," writes Caba-Ríos. Her work compares Isabel's image during her reign–"willful, often compared to a man," to her posthumous persona–"saintly, almost virginal ideal woman," and explores the historic and gender-related reasons for the differences.

Like Caba-Ríos, Beverly Araujo and Diana Aldomovar also graduated from Lehman, says Manning,

Conference Participant:
Gregorio Vásquez

and are both entering CUNY Ph.D. programs.

Almodovar's senior thesis relates to Noam Chomsky's concept that humans are born with innate knowledge that allows them to acquire language, and the connection to language acquisition by deaf children.

"George Martínez just graduated from Brooklyn College and will be entering the CUNY Graduate School's Ph.D. program in Political Science as a MAGNET fellow (Minority Access Graduating Network)," says Manning. Martínez has been inducted into several honor societies, including Phi Theta Kappa International Honor Society, Golden Key National Honor Society, and the national Dean's List. He has organized and presented at many academic events–at Albany State, Columbia, and New York University, Brooklyn College, and the CUNY Graduate Center.

Conference Participant:
Diana Almodovar

Martínez' senior thesis is entitled "When the Smoke Clears: An Examination of Liberal Ideologies' Impact on Street Culture."

"Most Americans have been socialized to want the same things; however, the manifestation of this socialized goal depends on the structural availability of opportunities and individual conditions. Therefore, I offer the Cash Rules Everything Around Me (CREAM) ideology as the underlying driving force for the American society as a whole. I will examine the CREAM psychology and its manifestation specifically in the Hip-Hop community, composed of urban poor youths or members of the 'underclass,'" writes Martínez.

Gregorio Vásquez, a Lehman graduate now in CUNY's doctoral program in linguistics, has been doing pilot studies on "second language learners' interlanguage phonetic and speech perception." Interested, he says, in articulatory, acoustic, and physiological phonetics, speech perception, bilingualism, second language acquisition, and first language attrition, he wants to conduct a longitudinal study on the phonetic system of monolingual speakers of Spanish in the process of acquiring English, following their bilingual acquisition, and their attrition of the first language.

Conference Participant:
María Caba-Ríos

Several Pipeline Diamond Fellows presented papers related to their thesis at a CUNY conference in February, "Pipeline to the 20th Century: Distinction in Research and Pedagogy."

Pipeline students receive a stipend to cover membership in a professional society, subscriptions to scholarly publications in their field, and conference attendance. "And we tell the mentors," says Smith, "when you go to professional conferences, take your students! Get them to become junior members."

Smith tells *HO* that Pipeliner Ruth García is a MAGNET fellow, too. "And Randol Contreras–he's a single parent. He is a wonderful human being. He is so mature. These people are really phenomenal," Smith says. "And when they first enter the program, they are kind of tentative–not knowing what it is all about...."

> ***"They have to orient their parents, who see them sitting around reading. 'I am working, Ma. I'm writing a paper. I can get a grant.'"***
>
> DR. GAIL SMITH

Ad Astra per Aspera

A brochure says Pipeline "cultivates aspiration" and cites a relevant Latin proverb, ***ad astra per aspera***–"to the stars through difficulties." What Pipeline is about, she says, is getting people to engage in ideas across a spectrum. "Women engineers and mathematicians. What's wrong with that?

"We're looking beyond what goes on in one classroom. CUNY as a university system is meeting the needs of scholars–future scholars. We are intellectually and emotionally broadening horizons. Beyond their campus. Beyond their borough. For all students." But, she adds, "this is reality check time. It is a commitment. To get a doctorate could take as long as seven years, and you're not going to be making a lot of money when you are finished.

"Woody Allen said that 95 percent of success is showing up–get in the game. A lot of students–a lot of adults–are full of anxieties, self-doubt–lacking esteem in some areas. We're removing some of the mystique. We are saying, 'Take one step at a time. And if you have the interest and the ability and you are willing to work hard–you will get there. It's not a big deal.'"

Smith, who can in an instant cite specific teachers who changed her own life, calls the cooperation between CUNY officials, faculty, and foundations "a beautiful example of people working together toward a very worthwhile educational goal."

"The private foundations are not turning their back on schools that don't have endowments. In fact, they are our endowments–the only way we can do what needs to be done. They really are the heroes in this whole saga."

"Then It Was *My* Turn"

Realizing a Dream Deferred

UNIVERSITY
OF DALLAS

González began her sojourn in education in 1972. A lot has happened since then. Six presidents. Vietnam. The Persian Gulf War. The Iranian hostage crisis. The Space Shuttle Challenger explosion. Disco, Retro, and the new Coke.

There were days when Sue González asked herself, "Why am I doing this?" It would have been easy to quit. No one would have blamed her. It was during those days that González would dig her heels in and refocus on her goal.

In mid-May, about 200 students graduated from the University of Dallas. While most were finishing up a difficult four or five years of work, González was wrapping up an academic journey that started 26 years ago.

"I'm an NTA student–NonTraditional Age. That's the politically correct term for older students," said González, who began her sojourn in education in 1972, when Nixon was president.

A lot has happened since then. Six men have been president. Vietnam ended, and the Persian Gulf War came and went. The Iranian hostage crisis and the Space Shuttle Challenger explosion. Disco, Retro, Swatches, and the new Coke.

Throughout it all, González kept her eye on her goals.

She raised two kids and became a grandmother. She put one son through trade school, another through nursing school, and her husband through college.

"Then it was **my** turn," González said. The wife of an enlisted man, González and her family moved often–from state to state and even from country to country. She took courses here and there, but she could never really get things rolling.

"As soon as I got involved and settled, the Army would move us," González said. "That was very difficult. That was why I never finished when I was younger."

Shortly after graduating in 1962 from William Adams High School in Alice, Texas, González married her high school sweetheart, Jesse. In 1972, the family (Jesse Jr. was four by then) lived in New Jersey. She began taking courses at Burlington Community College.

After New Jersey, the family moved often. González was able to take a few courses at Drury College in Missouri and at an American school in Germany. Her husband graduated from Drury with a bachelor's degree in psychology in 1990.

"I had to put him through school first," she said. That done, she refocused on her own goal.

The next year, the family moved to Dallas. Two years later, González enrolled at the University of Dallas. Beginning again was hard. González said that it's not easy being older than some of the professors.

"I felt like the students were saying, 'What's that old lady doing here?' But I think the students like having me around," she said. "I'm kind of a mother figure to them. Some still come and tell me their problems."

At age 55, exams are scarier too.

"That first set of finals–I panicked! Well, I didn't quite panic. I passed them all, but I kept asking myself, 'Can I do this?' I just knew I had to study. Once I got through that first set, I was okay."

There were other obstacles. In her second semester, González became ill and had to drop two classes. Last fall, Jesse became ill and couldn't work. González had to cut back on her course load and begin working part time at the Child and Family Guidance Center of Irving to make ends meet.

"My boss was very supportive," she said. "He worked with me so that I could still go to school and get the hours at work I needed."

Through it all, González put first what mattered most–her family.

"My mother lived with us for a long time," she said. "It is the Hispanic tradition to take care of our parents. She helped me with my boys, Jesse Jr. and John Dominic."

When asked whether she ever felt held back by her family, González laughed. She said her family has been supportive through the years, and she has merely supported them as well.

"On the day my husband graduated, our priest stood up at Mass and said he wanted to congratulate him," González said. "Then he added, 'I want to also congratulate his wife, who will be receiving her Ph.T. degree today–the Pull-Hubby-Through degree.' That's what I did. I accepted my responsibilities. I accepted them, and I'm proud of it. I've pretty much had it easy."

With a bachelor's degree under her belt, González isn't stopping. She plans to continue her education and get a master's and a doctorate "if I'm still alive." She hopes to become a therapist.

"My husband retired from the Army. Now, I guess I can go to work." **HO**

Student Researchers Laud Mentor

Credit Dr. Heger at UNM's NASA Center

The University of New Mexico

An award-winning student research team in the University of New Mexico's NASA Center for Autonomous Control Engineering (ACE), one of 14 minority research centers in the country conducting research for use in NASA space exploration, attribute their recent successes not to their innovative project or their own ingenuity but to their advisor, Dr. A. Sharif Heger.

"If it wasn't for him, I probably wouldn't be where I am right now," says Daniel Gutiérrez, who was admitted to graduate school "at risk" but now, after working with Heger, is near to completing a master's degree–with a 3.5 GPA to boot.

Heger is an associate professor of nuclear engineering and associate director of UNM's NASA ACE Center, which provides minority graduate students with the opportunity to complete graduate work in science and engineering fields.

> ***"If it wasn't for him, I probably wouldn't be where I am right now," says Daniel Gutierrez, who was admitted to graduate school "at risk" but now, after working with Heger, is near to completing a master's degree–with a 3.5 GPA.***

"Dr. Heger's willingness to stick out his neck for me was my motivation to do well in school," says Gutiérrez, who plans to seek a

(l-r) Students Daniel Gutiérrez, Chris Burrell, and Lanette Roybal

CENTER FOR AUTONOMOUS CONTROL ENGINEERING
NASA ACE
UNIVERSITY OF NEW MEXICO

Dr. Heger of NASA ACE (from left) and his award-winning student research team – Chris Burrell, Lanette Roybal, and Daniel Gutiérrez.

Ph.D. His research teammates Chris Burrell, who graduated in May with a bachelor of science in mechanical engineering, and Lanette Roybal, who follows suit in December, concur that it's Heger's dedication, enthusiasm, and passion for excellence that make him a stellar mentor.

"Even if academic records don't show it, it's Dr. Heger who sees the spark in the student," explained Burrell, who is now interning at Sandia National Laboratories.

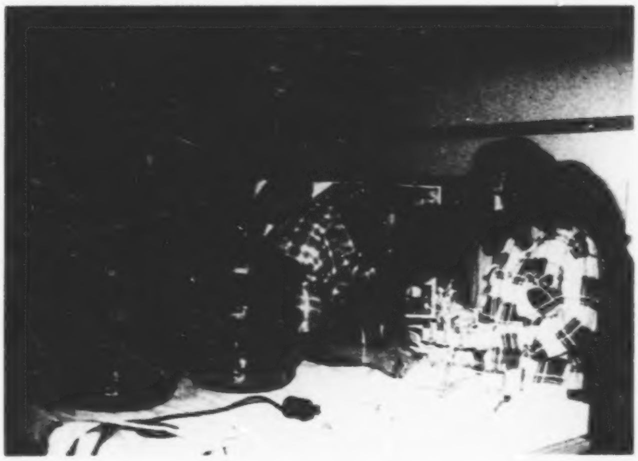
Under the direction of Heger, the three students are conducting research of "sensor fault detection and accommodation," a technology aimed at improving the reliability of data input for automatic controllers and/or human operators.

"Sensor errors or failures can lead to wrong control actions or may mask a process malfunction," Heger explains. This research supports one of NASA's areas of concern and active research [at NASA] for autonomous spacecraft guidance and control."

Once completed, the new technology could be applied to commercial industries such as chemical processing and nuclear power plants, as well as in space exploration.

A good example of how the technology could be adopted, Gutiérrez says, is to imagine a manned space flight where the ship is experiencing an oxygen sensor malfunction.

"Say the sensor mistakenly detects too much oxygen and starts to cut back on its delivery," he says.



(l-r) Students Daniel Gutiérrez, Chris Burrell, and Lanette Roybal

"The kind of system we're developing would catch the malfunction early, before the sensor shut off the oxygen completely and the astronauts couldn't breathe."

The team's research involves creating a set of instructions that a machine can follow in the form of a database, including operating parameters and characteristics.

Heger and the students have conducted software simulations and are working on a physical model to test their hypothesis.

The goal is to design a computer chip that can be adapted to work with sensors in any commercial venture, offering a new way to detect faults.

"Basically, it would operate as an experienced human operator would, but the machine doesn't get tired or sleepy," Gutiérrez says. "It's another tool to aid the human operator. The theory behind this [concept] is sound," Gutiérrez says. "It's just working the bugs out from the computer to real life."

Sharing details about the project at regional conferences has earned recognition for all three students. Last January, Burrell and Roybal represented the NASA ACE Center at the 1998 Mexican American Engineers and Scientists (MAES) Symposium in San Diego, Calif.

The students earned second place in a field of 22 for their presentation of a technical paper. In April, the two teamed again, this time taking first place at the American Institute for Aeronautics and Astronautics (AIAA) Regional Student Conference in Fort Worth, Texas, for their presentation. They compete at the national AIAA conference next January.

Gutiérrez was recently nominated for "Best Paper" at the Second Annual NASA University Research Center Technical Conference in Huntsville, Ala.

Seeing past a student's academic record and gambling on his or her success doesn't always have a happy ending. But that hasn't dampened Heger's spirit. He says he still believes any student should be given the chance to show his or her hand.

"I tell them, 'I see the potential in you. You're here to learn, and my project is a vehicle for you. So go and do a good job,'" Heger says. "I encourage them to work together and respect each other as a team. I also have an open-door policy. They can get in touch with me anytime."

"If I could become who Dr. Heger is, a mentor, and help others to realize their dreams like he has, that would be great. I now have the ambition to help out someone else like he's helped me," says Gutiérrez.

In Praise of Chicano Ed

Migrant Son Reaching Goals at Eastern Washington University

Ben Vargas knew since the ninth grade what he wanted to do with his life–he was going to become a teacher.

"Even if I win the lottery tomorrow, I'll still want to be a teacher," said Ben, a 1994 graduate of Mabton High School in the Yakima Valley in south central Washington state.

Now a senior at Eastern Washington University, majoring in Spanish, minoring in ESL, the 22-year-old is just a year away from achieving his goal. He credits several people with helping him get where he is today.

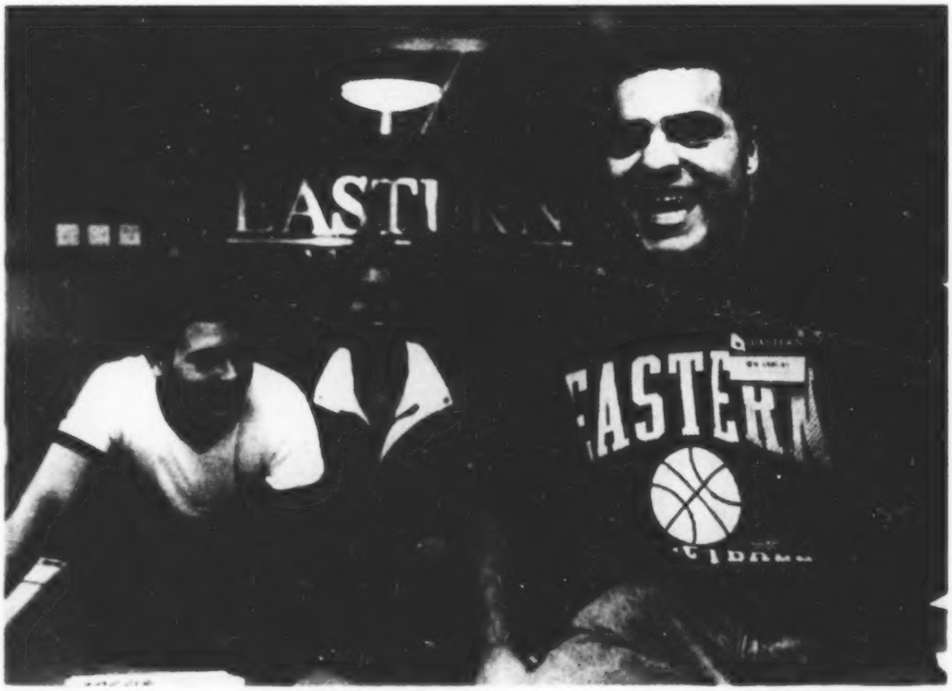
One is the man he calls a wonderful role model–Andy Affholter, who was Ben's Mabton High School basketball coach in the ninth grade. "That's when I knew I wanted to teach, when I saw the influence a good teacher can have," Ben said.

For encouraging his goals, Ben said he owes much to his parents, Luis and Rafaela Vargas, who reside in Mabton with their two youngest children, Daniel, 14, and Hilda, 11. Two other sons live in the Yakima area, and their other daughter is in Texas.

"My parents work the fields," Ben said. "Other parents take their kids out of school to work with them. My dad believed in education and never pulled us out of school to work. He said it was his job to support the family and we should learn all we can. I owe my dad a lot."

Ben grew up in Mabton, a largely agricultural area filled with orchards and vegetables grown for harvest and a population of about 1,200. Most students in the Mabton schools are Chicano/Latino.

> ***"Because we offer $22,000 in scholarships each year, provide academic advising, mentor programs, social activities, and other services in the Chicano Education Program, we have a freshman retention rate of between 80 and 90 percent."***
>
> DR. CARLOS MALDONADO, PROGRAM DIRECTOR



Ben Vargas is currently a senior at Eastern Washington University.

Ben's parents were born in Mexico; he and his siblings were born in the United States.

"I have the very best of both worlds," he said. "I love that I am an American. This is the best country in the world. I also love being bicultural and bilingual."

After high school, he became the first member of his family to attend college. Of a total student population of just over 7,000, about 300 are Chicano/Latino, with most of that number coming from the Yakima Valley.

"I'm a small-town boy," Ben said. "I picked Eastern because it has a small-school feeling to it, but I know I'll get a big-time education."

It is increasingly important that Latinos attend college, said Dr. Carlos Maldonado, director of Eastern's Chicano Education Program. "Between 1980 and 1990, the population of Latinos in the state of Washington has grown by 88 percent. We need Latino professionals to lead our growing community."

Eastern Washington University student Ben Vargas of Mabton, Wash., helps students at the front desk of the EWU Admissions Office.

Maldonado said Eastern is the only public university in Washington that has a program specifically designed to enhance participation by Chicano/Latino students, a place that serves as a home away from home. Other institutions have combined their minority education programs.

"Because we offer $22,000 in scholarships each year, provide academic advising, mentor programs, social activities, and other services in the Chicano Education Program, we have a freshman retention rate of between 80 and 90 percent," Maldonado said. That's higher than Eastern's total first-year-student retention rate.

> ***"Between 1980 and 1990, the population of Latinos in the state of Washington has grown by 88 percent. We need Latino professionals to lead our growing community."***
>
> **DR. CARLOS MALDONADO**

Maldonado noted that Eastern's Chicano Education Program houses the national office of the National Association of Chicano Studies.

Ben is a recipient of a Chicano Education Scholarship and works at the university's Office of Admissions, where Michelle Whittingham, associate director of admissions, says Ben is "a jewel."

"We like to have him work at the front desk because he is so enthusiastic and can talk with anyone," she said. "He is outgoing and helpful and is a real role model for our student employees."

Ben even takes his boosterism home with him.

"I'll talk to students in Mabton about the university and the area," he said. "I tell them there is much less of a cultural shock in Cheney for students coming from the Yakima Valley. That's particularly important for families that are close-knit like many in the Valley are."

Maldonado is pleased that a student like Ben wants to be a school teacher. "Latinos are underrepresented in higher education," he said. "It's time we concentrate on encouraging our students to be on a college track. I have no doubt that Ben will be a great help that way."

When Ben completes college in June 1999, he plans to teach Spanish and–not surprisingly–hopes to coach basketball somewhere in the Yakima area.

While he works on his own higher education goals, Ben helps people achieve goals of their own. In the summer, he will be providing English instruction to people working toward gaining their American citizenship.

He might need to wait one more year for his diploma from Eastern, but he is already teaching others. Ninth grade dreams can come true. **HO**